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ABSTRACT

This dissertation describes the inservice development and implementation of a systems approach to implementing a prescriptive reading program for fifth and sixth graders in an elementary school in Pennsbury, Pennsylvania. The faculty, a full-time coordinator of reading who served as the Right to Read director were also involved. The goal of the program was to affect students in such a way that their reading growth during the fifth and sixth grades would be equal to or greater than their reading growth during previous years. At the end of one year, some of the major findings indicated that students' attitudes toward reading reflected an overall gain; students' specific skill weaknesses were 99% corrected during the program; students' ratio of learning was equal to or greater than their ratio of learning for previous school years; and teacher participation in the systems approach resulted in positive modification of many of their educational values. (MKM)

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AN INSERVICE SYSTEMS APPROACH
FOR
IMPROVING READING SKILLS
OF
STUDENTS READING BELOW GRADE LEVEL

by

THOMAS J. GARBERINA

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

Bucks County Cluster
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MAXI I & II
April 5, 1976

CS 002 777

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Contents

Figures iv

Appendix vi

Abstract vii

Summary viii

CHAPTER I. INTRODUCTION 1
  Purpose of the Practicum 1
  Purpose of this Chapter 1
  Problem Rationale 2
  Need for the Practicum 10
  Definition of Terms 12
  Goals 18
  Objectives 21
  Delimitations 25
  Summary 26

CHAPTER II. CONTEXT EVALUATION 27
  Purpose of this Chapter 27
    Activities 27
      1. Initial Leadership Awareness 27
      2. Staff Awareness at Village Park 33
        Needs Assessment 34
          Student Performance 34
          Reading Program 38
          Resources 40
          Decision Making 40
          Community 40

CHAPTER III. INPUT EVALUATION 43
  Purpose of this Chapter 43
  Selection of Alternatives 44
    Target School 44
    Evaluative Instruments 45
    Design of the Practicum 50
    Testing Program Scheduled 51
    Volunteers/Goals Developed 52
    Meetings Scheduled-Teachers/Counselor/
        Reading Specialist 53
    Equipment and Materials 53
    Budget 54
    Facilities 54
    Procedures and Scheduling 54
    Publicity 58
    Organizational Scheme 58
  The Inservice Systems Approach 61

Context Evaluation 64
Input Evaluation 64
Process Evaluation 65
Product Evaluation 68
Installation 68

CHAPTER IV. PROCESS EVALUATION 70
Purpose of this Chapter 70

CHAPTER V. PRODUCT EVALUATION 76
Purpose of this Chapter 76
Evaluation of Objectives 77
Objective 1 - Needs Assessment 77
Objective 2 - Select Evaluative Instruments 77
Objective 3 - Assess Student Skills and Attitudes 77
Objective 4 - List Student Goals and Objectives 77
Objective 5 - Identify Materials 78
Objective 6 - Goals/Volunteer Personnel 78
Objective 7 - Recruit Volunteers 79
Objective 8 - Volunteers in Program 79
Objective 9 - Implement Prescriptive Program 80
Objective 10 - Community, Parent, Staff Support 80
Objective 11 - Student Attitudes 80
Objective 12 - Specific Skill Achievement 83
Objective 13 - Ratio of Learning 85
Objective 14 - Teacher Values Assessment 90
Objective 15 - Systems Approach Outlined 95

CHAPTER VI. DISCUSSION AND CONCLUSIONS 96
Purpose of this Chapter 96
Discussion 96
Inservice Systems Approach 96
The Prescriptive Program 97
Evaluative Instruments 97
Materials 100
Communications 100
Student Attitudes 100
Volunteer Personnel 101
Student Achievement 101
Teacher Values 103
Conclusions 104

ADDENDUM 105
  Where from Here? 105
    1975-76 105
    1976-77 106
  Related Outcomes 107
    Volunteer Program District-Wide 107
    Budget for In-School Inservice 107
    Validation of Program 108
    Long Range Planning 108
  Objectives - 1975-76 109
  Conclusions 114

Figures

CHAPTER I. INTRODUCTION

Figure 1 Time Line of Events Demonstrating Concern for Inservice 4
Figure 2 Resource Pool of the Pennsbury Educational System 20

CHAPTER II. CONTEXT EVALUATION

Figure 3 Leadership Awareness-Time Line of Activities 32
Figure 4 Staff Awareness-Time Line of Activities 42

CHAPTER III. INPUT EVALUATION

Figure 5 Instrumentation 49
Figure 6 Testing Schedule 51
Figure 7 Volunteer Assignment Schedule 55
Figure 8 Meeting Report Form 57
Figure 9 Reading Program Model 59
Figure 10 Prescriptive Reading Program Model 60
Figure 11 Reading Evaluation Model 62
Figure 12 Activities in the Change System 63
Figure 13 Communication Model-Interfaces 66
Figure 14 Communication Model-Methods 67
Figure 15 Input Evaluation-Time Line of Activities 69

CHAPTER IV. PROCESS EVALUATION

Figure 16 Process Evaluation-Time Line of Activities 75

CHAPTER V. PRODUCT EVALUATION

Figure 17 Attitudes Test Results (CRPT) 81
Figure 18 Attitudes Test Results (CREWS) 82
Figure 19 Criterion Reference Test Results 84
Figure 20 Learning Ratio-Village Park Students in Prescriptive Program 85
Figure 21 Learning Ratio-Village Park Students not in Prescriptive Program 86
Figure 22 Learning Ratio-Penn Valley Students not in Prescriptive Program 87
Figure 23 Ratio of Learning Comparison 88
Figure 24 Needs Assessment 90
Figure 25 Decision Making 90
Figure 26 Diagnosis 91
Figure 27 Volunteer Personnel 91
Figure 28 Performance Objectives 92
Figure 29 Student Self-Evaluation 93

Figure 30 In-School Inservice Workshops 93
Figure 31 Prescriptive Program 94
Figure 32 Introspective Values Assessment Summary 94

ADDENDUM

Figure 33 Time Constraint Chart 1975-1976 111
Figure 34 Introspective Values Assessment Criterion Reference Workshop 112
Figure 35 English/Social Studies Workshop Sampling of Teacher Committments 113

Appendix

CHAPTER I. INTRODUCTION

Workshop Evaluation Questionaire . . . . . A
News Article-Bucks County Courier Times . . . . . B

CHAPTER II. CONTEXT EVALUATION

Letter from State Department-Right to Read C
Orientation Meeting-Right to Read . . . . . D
District Statement of Agreement . . . . . E
Training Workshop Schedule-Right to Read Directors . . . . . F
C.A.S.E. - Community Organization . . . . . G
Newspaper Release-Bucks County Courier Times . . . . . H
School Board Motion-Reading a Priority I
State Budget-Contract . . . . . J
News Release In-District-Pennsbury Schools' Report . . . . . K
Local Budget L
Needs Assessment Summary-Right to Read . . . . . M
Coopersmith Self Esteem Test . . . . . N
Letter ETS and Attitudes Toward Reading Test . . . . . O
Parent Questionaire . . . . . P

CHAPTER III. INPUT EVALUATION

Zone of Mastery Chart . . . . . Q
Profile Chart of Target Students . . . . . R
Materials Chart . . . . . S
Specific Skills Card . . . . . T

CHAPTER IV. PROCESS EVALUATION

CHAPTER V. PRODUCT EVALUATION

Volunteers in Pennsbury-Recruiting Booklet . . . . . U
Time Constraint Chart V
Memorandum of Understanding . . . . . W
News Release In-District-The Grapevine X
MEMO-Volunteer Personnel Outcomes . . . . . Y
Letter from Superintendent . . . . . Z
News Releases Z-1
Introspective Values Assessment-Right to Read Z-2

CHAPTER VI. DISCUSSION AND CONCLUSIONS

ADDENDUM

Letter-Secondary English/Social Studies Workshop Z-3
Letter and Introspective Values Assessment
Criterion Reference Workshop Z-4
Letter-Validation of Program Z-5
Certificate of Recognition Z-6

ABSTRACT

AN INSERVICE SYSTEMS APPROACH FOR IMPROVING READING SKILLS OF STUDENTS READING BELOW GRADE LEVEL

This practicum clustered portions of a variety of program evaluation techniques into a simplified systems approach that was used to develop a prescriptive reading program for students reading below grade level. In developing the prescriptive program, the systems approach involved six audiences: the learner, the parent, the teacher, the community, the administration and the school board. The systems approach maximized involvement of teachers in decisions which shaped the program. For example, teachers assessed and selected test instruments and materials, established schedules, determined use of volunteer personnel, and met with the counselor and reading specialist to interpret test results, gather advice, and prescribe program for students. In addition, the systems approach facilitated input and communication between various groups, as the Board of Education, Parent Teacher Organization and Advisory Council of Elementary Parents. The development of the prescriptive program included needs assessment, establishing goals, objectives, activities and evaluative techniques. Attention was given to assessing the affective and cognitive domains in both process and product evaluation. Various criterion reference and achievement test instruments assessed students' attitudes, self esteem, specific reading skills and overall ratio of learning. Along with student improvement in each of the above areas, mean gain scores reflected improvement in teachers' attitudes toward needs assessment, decision making, diagnosis, volunteer personnel, performance objectives, student self-evaluation, in-school inservice and the prescriptive program.

SUMMARY

AN INSERVICE SYSTEMS APPROACH FOR IMPROVING READING SKILLS OF STUDENTS READING BELOW GRADE LEVEL

Thomas J. Garberina
Nova University, 1976

Statement of the Problem

This practicum sought to develop a program that would affect students in such a way that their reading growth during fifth and sixth grades would be equal to or greater than their reading growth during previous years. The concern for this problem emanated from:

1. a drop in STEP reading scores at the seventh grade level,
2. staff observations noting a lack of evaluation in specific reading skills and in students' attitudes,
3. community assessment showing concern for learning disabled,
4. staff concern about the lack of variety of materials,
5. staff concern that volunteer personnel are not involved in the reading program at all, and
6. community assessment noting interest for increased involvement in the schools.

Delimitations

The systems approach and the prescriptive program described in this report were limited to one elementary school during the time period of June 1974 through June 1975, and included:

1. fifth and sixth grade students and faculty,
2. a full-time reading specialist to coordinate follow through of teachers and volunteers, and
3. a full-time coordinator of reading who served as the Right to Read Director during this program.

Procedures

The procedures employed in this practicum included:

1. leadership awareness that a need existed in reading at the fifth and sixth grades,
2. selection of a volunteer school to conduct the program,
3. a needs assessment at Village Park School,
4. defining goals, objectives, activities and evaluation,
5. exploring solutions and selecting from among them,
6. designing a plan of action for the program,
7. implementing the program, and
8. evaluating the program.

Major Findings

1. A systems approach for evaluation of a reading program maximizes the involvement of staff in shaping curriculum.
2. A systems approach requires an alteration in administrative style of managing the school.
3. Community input in decisions concerning curriculum can be constructive and supportive.
4. Student attitudes toward reading can be measured objectively, and in this program reflected an overall gain.
5. Students' specific skill weaknesses were 99 percent corrected during the pre-test/instruct/post-test program.
6. The prescriptive program resulted in students' ratio of learning, during 1974-75, being equal to or greater than their ratio of learning for previous school years.
7. Teacher participation in the systems approach resulted in positive modification of their values concerning: (a) needs assessment, (b) decision making, (c) diagnosis, (d) volunteers, (e) performance objectives, (f) student self-evaluation, (g) in-school inservice, and (h) the prescriptive program.

Major Conclusions

1. An inservice systems approach provides a forum for producing rather strong changes in the classroom behavior of teachers.
2. Modification of teachers' attitudes appeared to have a positive effect upon students' reading achievement and attitudes.
3. In the development of new programs, administrators must provide for teacher participation in the areas of: (a) needs assessment, (b) establishing goals, objectives, and evaluation procedures, (c) exploring solutions and choosing from among them, (d) designing a plan of action for the program, (e) implementing program and assessing its progress, and (f) evaluating the program after its completion.
4. Teacher attitudes must be considered foremost in the minds of administrators before efforts can be undertaken to affect teacher understanding in the cognitive areas.
5. A pre-test/instruct/post-test criterion reference program is a viable alternative for allowing students to master specific skill weaknesses.
6. A prescriptive program, developed by teachers through a systems approach, which includes criterion reference pre-post testing, matching materials to students' learning styles, direct teacher instruction and volunteer reenforcement, a variety of materials, student self-evaluation, counselling, and instruction in addition to the regular developmental program, represents a combination of factors that can make a difference in fostering students' attitudes and in their achieving a higher ratio of learning than during previous school years.

Chapter I

INTRODUCTION

PURPOSE OF THE PRACTICUM

It was the purpose of this practicum to implement an inservice systems approach for improving reading skills of students reading below grade level at the Village Park Elementary School in grade levels five and six.

When developed and evaluated, this inservice systems approach will be used to generate similar programs in other schools throughout the district.

PURPOSE OF THIS CHAPTER

The purpose of this chapter is to relate through Context Evaluation, the rationale for determination of goals and objectives for this practicum. Desired and actual conditions are described pertaining to the Pennsbury School District. Unmet needs and unused opportunities are delineated through political, economic, and educational implications. Terms are defined and objectives, activities, and evaluative techniques are listed as they relate to each other.

PROBLEM RATIONALE

In June 1973, a need for increasing inservice opportunities in reading for teaching staff was underscored by the Pennsbury Education Association in a contract negotiated with the Pennsbury School District.[1] Similarly, the results of an evaluation of orientation practices with first year teachers, 1972-73, reflected concern for the need of inservice programs in reading for new elementary and secondary staff.[2]

During the latter part of September 1973, the Coordinator of Reading at Pennsbury was requested by the Bucks County Intermediate Unit Language Arts Director if Pennsbury was willing to participate in the national Right to Read Effort. After a tentative "Yes", an investigation into the philosophy and direction of the Right to Read Effort showed it complimented the aforementioned inservice needs of the Pennsbury School District.

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[1] Pennsbury Education Association and the Pennsbury School Board, Agreement between, June 1973, Professional Staff Committee to meet, discuss, and make recommendations concerning curriculum.

[2] Thomas J. Garberina, "A Survey Concerning Selected Orientation Practices and Procedures for First Year Teachers" (unpublished Mini-Practicum, Nova University, 1973), p. 17.

On December 21, 1973 the Pennsbury School District formally notified the Pennsylvania Department of Education of its willingness to participate in the national Right to Read Effort.[3]

Concomitant with the Right to Read agreement, a representative group of fifth and sixth grade teachers met with the Assistant Superintendent of Curriculum and Instruction to express the concerns of intermediate grade teachers. Foremost among their concerns was the need to provide additional help in reading for those students whose reading skills were below grade and ability levels. Staff members felt that not enough was being done for students in fifth and sixth grades where basic reading skills play an important part in reading content area materials such as social studies and science.

The concerns of this intermediate grade ad hoc committee were more than intuitive. A review of the 1972-73 STEP test results revealed reading scores falling off after fourth grade. When compared to the National Percentile Equivalents, Pennsbury's norms reflected significant drops at the 10th, 25th, 50th, and 75th percentile ranks after reaching a peak median of 60th percentile throughout the first four school years.[4]

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[3] Based on a District Statement of Agreement correspondence form between the Pennsbury School District and the Pennsylvania Department of Education, December 21, 1973.

[4] The Standardized Testing Program Results 1972-1973, (Pennsbury School District), report by the Assistant Superintendent Curriculum and Instruction on SCAT-STEP test results.

These test results, along with staff concern, suggested something was or was not happening to students' reading development in fifth and sixth grades.

The data shown on the time line in Figure 1 provided an information base reflecting need, as well as a base of operation; the Right to Read Effort.

FIGURE 1

TIME LINE OF EVENTS DEMONSTRATING CONCERN FOR INSERVICE

June 1973	June 1973	December 1973	December 1973
(Mini-Practicum) Reflected need for inservicing new elementary and secondary staff members in reading	(Teacher Contract) Reflected need for increased inservice in reading for all staff members	(Right to Read) Major thrust is inservice for staff to examine reading program with regard to the disabled reader	(5th & 6th Grade Staff) Concerned with disabled reader and reading in the content areas

It was important to note that the Right to Read Effort does not support a single reading program or a single reading method. Its emphasis is that all available resources be systematically applied to meet whatever objectives the local school district establishes as priority.[5]

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[5] Pennsylvania Department of Education, Bureau of Curriculum Services, Division of Arts and Humanities, The Right to Read-Pennsylvania and the National Right to Read Effort (Harrisburg, 1974), p.2.

As a school-based model site, Pennsbury was free to use the initial two thousand dollar grant to achieve its own goals and objectives, which may indeed be very different from the goals and objectives of another school district. However, it was clearly outlined that all grant monies may be used only as payment for teacher inservice. It was this point that blended so well with the inservice concerns that were surfacing from the Pennsbury teaching staff.

If more than lip service was to be paid to teacher concerns, then coordination for channeling and directing these concerns seemed imperative. Equally important was a need for administration to determine how to best operationalize a broad inservice program, lest we fall into Dr. Don Davies description that "Inservice teacher training is the slum of American Education - disadvantaged, poverty stricken, neglected, psychologically isolated, whittled with exploitation, broken promises, and conflict."[6]

Indeed, a review of past inservice programs in the Pennsbury School District revealed all inservice was conducted as evening workshops worth two salary credits. Not only was this psychologically isolated from the everyday task of interaction with students, but as

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[6] Don Davies, "Notes and Working Papers Prepared for the Senate Sub-Committee on Education," April 1967.

Allen suggests, the emphasis of moving up the pay scale dominates the real purpose of upgrading classroom performance.[7] In addition, you can only cater to those staff members who volunteer and they may not represent the grade level of students that are most in need of staff inservice.

Many authors buttress Rubin's conclusion that "teacher professional growth has not been taken seriously, it lacks methodology, and it has been managed with astonishing clumsiness."[8] Jackson calls for an altering of the power structure in education allowing teachers to have greater control over their own professional destinies.[9] Administrators less control. More specifically, Bush suggests greater consideration of teacher opinions through shared decision making processes.[10] Represented here is not so much a lessoning of administrative control, as is an adjustment in administrative style.

The failure to shape inservice programs around the genuine needs of staff is a major area of administrative weakness identified by Harris and Bessent.[11] Reflection on the Pennsbury School District finds surveys of teachers' needs superficial at best. Intuitively administrators recommend, "the teachers need a day of preparation back in the building." Or coordinators schedule untimely one hour after school workshops for teachers to review science kits and audio visual materials; then report how unproductive the sessions were without having formally evaluated the teachers' attitudes and recommendations.

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[7] Dwight Allen, "Inservice Teacher Training: A Modest Proposal", Improving Inservice Education, ed. Louis J. Rubin (Boston: Allyn and Bacon, Inc., 1971), p.109

[8] Louis J. Rubin, "Teacher Growth in Perspective", Improving Inservice Education, ibid., p.245.

[9] Philip W. Jackson, "Old Dogs and New Tricks", Improving Inservice Education, ibid., p.29.

[10] Robert N. Bush, "Curriculum Proof Teachers", Improving Inservice Education, ibid., p. 65.

Another unfruitful inservice experience blooms when outside consultants are engaged to teach a specific curriculum area. Staff is notified and asked to express their interest, although they have had little or no input as to whether this area of the curriculum was a genuine need for them. Those that sign up find the program is often designed for uniform presentation not necessarily related to their individual needs.

Going full cycle, Otto sights the main drawback in most inservice efforts is the minimum attention paid to outcomes.[12] If program needs have been identified, goals in terms of long and short range planning should naturally follow. Specific behavioral objectives are then needed to guide the activities that lead to fruition of the goals. Again buttressing Rubin's observations, mismanagement and lack of systematic methodology is highlighted by Harris and Bessent in their comment, "It is not unusual to find an inservice program in which the only identifiable objective is to have an inservice program." The attention paid to measuring inservice outcomes in the Pennsbury School District is reflected in the form used for evaluation of inservice programs. A copy of this form may be seen in Appendix A. Perusal of the form reveals the lack of consideration given to evaluating specific objectives based on a staff needs assessment.

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[11] B.W. Harris and W. Bessent, Inservice Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

[12] Wayne Otto and Lawrence Erickson, Inservice Education to Improve Reading Instruction, Reading Aids Series, ed. Charles T. Mangrum (Newark: International Reading Association, 1973), p. 11.

With regard to outcomes, Bush suggests that "the ultimate objective is to improve the students' learning."[13] However, intermediate objectives also need to be identified as they relate to the needs of the staff. For example, changing teachers' classroom behavior may be an objective itself. In Hayes' study, behavior is changed in terms of amount of time in which the teacher dominates classroom discussion through teacher talk.[14] Such constructive alteration of teacher behavior will improve teacher effectiveness and ultimately link with the goal of improving children's learning.

While Hayes cites a cognitive example of an intermediate objective, equally important is measurement of objectives in the affective domain. That is, measuring teachers' values in relation to objectives of the inservice workshop. According to Kibler, the degree to which a person accepts, prefers, or is committed to something reflects the degree to which that person will follow through with action.[15] Stated another way, the success of an inservice program need not always be determined by measurement of students. For if teachers, through an objective instrument, demonstrate a high degree of committment to an activity, technique, or process, there will be carry-over to students in the classroom.

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[13] Robert N. Bush, "Curriculum Proof Teacher", Improving Inservice Education, op. cit., p. 65.

[14] Robert B. Hayes, Floyd N. Keim, and Albert M. Neiman, The Effect of Student Reactions to Teaching Methods, Cooperative Research Project No. 6-2056, (Harrisburg: Department of Public Instruction-1967), p. 26.

Inasmuch as Bush endorses the need for measuring outcomes, and Hayes emphasized intermediate objectives, perhaps it is more a matter of balance. McHugh argues for equal emphasis on evaluating whether the objectives are attained and ultimately if the goals are reached.[16]

Rubin most succinctly synthesizes the various authors' views. He recognizes the importance of incorporating needs, opportunities, goals, objectives, activities and outcomes into an inservice program design inasmuch as "Professional growth programs demand long-range planning and coordination, appropriate sequencing of activities, and evaluation and support of change efforts."[17]

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[15] Robert Kibler, Larry Barker and David Miles, Behavioral Objectives and Instruction (Boston: Allyn and Bacon Inc., 1970), p. 62.

[16] Walter J. McHugh, "Stimulating Professional Staff Development", Administrators and Reading, ed. Thorston Carlson (New York: Harcourt, Brace, Jovanovich, Inc., 1972), p. 163.

NEED FOR THE PRACTICUM

Awareness for the need of this practicum eminates from a wide range of sources.

Unmet needs of staff were reflected in the 1973 contract between the Pennsbury Education Association and the School Board when the Association requested increased inservice for teachers in reading. These unmet needs were further highlighted in the MINI Practicum where new staff expressed concern for inservice in reading. Subjective judgement by the ad hoc committee of fifth and sixth grade teachers cautioned a need for increased help in reading for their students.

Empirical data from the 1972-73 Standardized Testing Program show scores dropping at the 10th, 25th, 50th, and 75th percentile ranks after fourth grade.

A review of inservice funding for the 1972-73 school year revealed only four percent, $1,200.00, of the budget appropriated for reading. The entire $1,200.00 was used for engaging an external consultant to conduct evening inservice workshops worth two salary credits. No money was budgeted for in-school inservice in reading.

Politically, the recommendation to the Superintendent that Pennsbury be involved in the Right to Read Effort was most timely.

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[17] Rubin, op. cit., p. 169.

One school board director's position strongly supported improvement in the reading program. As clout for her position, she utilized newspaper reports of an alleged reading specialist, Mr. Kenneth Wooden, who worked with Dr. James Allen, U.S. Commissioner of Education and implementor of the Right to Read Effort.[18] (See Appendix B)

Economically, the operation of an in-school inservice program would be funded in the amount of $2,000.00 by the Right to Read Effort. For the first time in Pennsbury, money would be allocated on an extended basis for released time and after school inservice in reading.

Educationally, the decision to place inservice emphasis at the fifth and sixth grade levels appeared a rational one since this was where test scores began to show a drop. Emphasis at this level was based on developing a preventive program.

Assessment of Pennsbury's inservice status with contemporary practices led to perusal of professional literature. The review revealed emerging values centering around innovative practices in program evaluation and review techniques.

The aforementioned dynamic baseline of information regarding the operation and accomplishments of the Pennsbury School District, the emerging values found in the literature, and the subsequent involvement of the staff at Village Park School, provided a rationale for establishing goals and objectives.

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[18] Bucks County Courier Times, September 30, 1973, p. A4, cols. 1-3.

DEFINITION OF TERMS

affective domain - contains behaviors and objectives which have some emotional overtones.

below grade level - students whose instructional reading level or specific skill level is below present grade placement.

cognitive domain - achievement of objectives which emphasize intellectual, learning, and problem solving tasks.

consensus ruling - agreement by majority.

context evaluation - a systematic method through which a dynamic baseline of information provides awareness and rationale for determination of objectives. It defines the program, assesses if the program is achieving the objectives as intended, identifies unmet needs and opportunities for improvement.[19]

Design 2 - a pre-experimental design described by Campbell and Stanley as a one-group pretest-posttest design.[20]

external community resources - resources outside the local school community and outside the peripheral of the local school community.

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[19] Daniel Stufflebeam and others, *Educational Evaluation and Decision Making* (Itasca, Illinois: F.E. Peacock Publishers, Inc., 1971), p. 353.

[20] Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Chicago: Rand McNally & Company, 1963), p. 7.

goal - "a general statement of intent, lacking specific reference to a time for initiation and completion and specific criteria for success."[21]

input evaluation - an ad hoc method which provides information for determining how to utilize resources, develop activities, and design procedures and evaluative techniques to achieve program goals and objectives.[22]

in-school inservice - refers to inservice provided for staff within the school they are teaching and directly related to their students.

inservice systems approach - a strategy for interrelating information, services, resources, facilities, and the finances of national, state, community, and local school district.

needs assessment - consideration of an array of context variables (teachers, materials, attitudes, non-school resources) in relation to some desired goal.

negative attitude - a belief toward reading that is in contrast to that which is considered a positive attitude. At worst the student is not actively seeking to avoid reading, but is not willing to accept it or give it his attention.

neomobilistic change - "a decision making setting characterized by plans to affect large change, supported by an initial low level of relevent information grasp."[23]

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[21] George S. Wood, Jr. and Gerald C. Martin, "Writing Goals and Objectives With A Council," Community Education Journal, Vol. IV, Number 3, (May-June, 1974), p. 49.

[22] Stufflebeam, op. cit., p. 354

[23] Ibid

objective - "a specific statement of intent that identifies the performer of the action, the behavioral affect to be accomplished, the population to be affected, a time reference, the criteria for success and a plan for measurement."[24]

peripheral community resources - those resources that are on the border or just outside the boundaries of the local school community.

positive attitude - a belief toward reading to such a degree that the student's attitudes are demonstrated by behavior that is clearly perceived as holding that value. "Conviction", "unqualified certainty", "absolute", or "committment", are ideas that convey a student's positive attitude toward reading.

prescriptive program - a program which monitors students' specific skill weaknesses to a point where the students' criterion reference test scores equal 80% or higher. Students scoring below the 80% mark on any specific skill receive two weeks of special programs including direct teaching and reenforcement activities with volunteer personnel. This program is in addition to the regular developmental reading program.

process evaluation - a formal and informal method which provides periodic feedback on effectiveness of plans and procedures which were designed to achieve goals and objectives.[25]

product evaluation - measures and interprets attainments at the end of a project cycle and as often as necessary during the project term. It assesses whether the objectives have been achieved and whether program should be recycled, terminated, or installed.[26]

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[24] Wood, loc. cit.

[25] Stufflebeam, loc. cit. [26] Ibid

Quality Education Program Study (QUEPS) - an effort in Pennsylvania designed to review, define and clarify the Ten Goals of Quality Education behaviorally, through meaningful objectives that assess what students do to progress toward the goals.[27]

Q-sort - a method permitting a detailed analysis of perceived priorities in the curriculum.[28]

ratio of learning - using grade equivalent scores, a measurement of students' learning rates prior to entering a special program versus their learning rates while they are in the program.[29]

released time - inservice time provided for staff during the regular school day for the purpose of evaluating students and developing program to match specific needs and learning styles.

resource pool - groups or organizations that have been identified as being capable of providing input for resolving educational issues.

Right to Read - a federally funded effort with a national goal of assuring that 99 percent of people 16 years old and 90 percent of those over 16 shall be functionally literate by 1980.[30]

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[27] Pennsylvania Department of Education, Quality Education Program Study, Booklet A, Project Description, ESEA Title III Project (Bucks County, Pa.: Intermediate Unit 22 Printing Office, 1973), p. IV.

[28] L. Craig Wilson, The Open Access Curriculum, (Boston: Allyn and Bacon, Inc., 1971), p. 140.

[29] Eldon E. Ekwall, "Measuring Gains in Remedial Reading", The Reading Teacher (November, 1972), p. 139.

[30] International Reading Association, "The Right to Read", IRA Reports On, May, 1973, p. 1.

STEP Tests - Sequential Tests of Educational Progress are standardized tests which measure a student's ability to read and understand a variety of materials.

symbiotic relationship - relationship of two or more groups that may be of benefit to each other.

systems approach - a systematic planning process that involves continuous monitoring of on-going programs, identification of unmet needs, unsolved problems and unused opportunities, comprehensive study of the problem, identification and selection of alternative solutions, design and implementation of the chosen alternative solution.

target students - students whose reading instructional level or specific skill development is below present grade placement.

True Experimental Design - an experimental design so developed that comparisons can be observed between groups. One an experimental group and the other a control group, both of which have been selected at random.

Volunteers in Pennsbury (VIP's) - volunteer citizens from the community whose purpose is to reenforce reading skills of students found to be deficient. In addition they are to handle clerical work resulting from the prescriptive program.

zone of acceptability - a term used to identify attitudes of students when they reflect neither positive nor negative attitudes toward reading. A student scoring within the zone of acceptability is at least willing to be identified with holding some affirmative value toward reading.

zone of mastery - a term used to identify an 80 to 100 percent level of achievement on the Wisconsin Reading Skills' Tests.

zone of preference - a term used to identify attitudes of students when they reflect neither positive nor negative attitudes toward reading. A student scoring within the zone of preference implies he is sufficiently committed to the value to pursue it, to seek it out, to want it.

GOALS

Teachers

In addition to the regular developmental reading program, teachers will provide prescriptive learning opportunities for students whose reading skills are below grade level.

Students

Where reading skill areas are deficient, students will achieve a level of mastery in those skill areas after receiving additional learning opportunities through the prescriptive program.

Each student's ratio of learning in reading comprehension during the school year will be equal to or greater than the ratio of learning in reading comprehension during previous school years.

Administrative

To produce in writing a simplified systems approach that can be utilized by administrators in other schools for generating and monitoring similar prescriptive programs.

To achieve a level of acceptance for prescriptive programs so that they will be initiated in other schools throughout the district.

* *

To achieve the above goals requires a broad base of cooperation involving all segments of school and community.

The objectives which follow involve the contribution of many groups who make up the Resource Pool of the Pennsbury Educational System. Figure 2 on page 20 indicates the various groups and their contributions in relation to the objectives.

The purpose of the chart is to demonstrate the symbiotic relationship among the groups that allowed for the potential contribution of each to be utilized at the appropriate time and in the appropriate way.

FIGURE 2

RESOURCE POOL OF THE PENNSBURY EDUCATIONAL SYSTEM

	OBJECTIVES	Needs Assessment	Selection of Evaluation Instruments	Student Goals and Objectives	Select Resources Hardware/Software	Goals Volunteer Personnel	Recruit Volunteers	Implement Program	Communications	Interpretation of Product Evaluation	Assessment of Teacher Values	Guidelines to Implement Similar Program				
	PARTICIPANTS: NO.	1	2/3	4	5	6	7	8/9	10	11-13	14	15				
	BOARD OF EDUCATION	●							●							
DISTRICT SCHOOL RESOURCES	* ADMINISTRATION: CENTRAL															
	SUPERINTENDENT	●					●		●							
	ASST. SUPT. - BUSINESS AFFAIRS															
	ASST. SUPT. - CURRICULUM & INSTRUCTION	●					●		●							
	DIRECTORS: - ELEMENTARY & SECONDARY															
	CURRICULUM COORDINATORS	●	●	●	●	●	●	●	●	●	●	●				
	PUBLIC RELATIONS DIRECTOR								●							
	TESTING/EVALUATION DIRECTOR		●							●	●					
	* ADMINISTRATION: BUILDING															
	PRINCIPALS/ASSISTANTS	●	●	●	●	●	●	●	●	●	●	●				
	* PROFESSIONAL STAFF															
	-INSTRUCTIONAL:															
	CLASSROOM TEACHERS	●	●	●	●	●		●	●	●	●	●				
	READING SPECIALISTS	●	●	●	●	●		●	●	●	●	●				
	GUIDANCE COUNSELORS	●						●	●							
	NURSES															
	PHYS.ED. INSTRUCTORS															
	LIBRARIANS	●						●	●							
	PENNSBURY EDUCATION ASSOCIATION	●														
	-NON-INSTRUCTIONAL:															
	VOLUNTEER INSTRUCTIONAL PERSONNEL (VIP's)							●	●	●		●				
	STUDENTS	●		●				●	●	●						
LOCAL COMMUNITY RESOURCES	PARENTS	●							●							
	PARENT-TEACHER ORGANIZATIONS								●							
	(CASE) COMMUNITY ACTION STRENGTHEN EDUCATION															
	(RSVP) RETIRED SENIORS VOLUNTEER PROGRAM						●		●							
	PARENT ADVISORY COUNCIL ELEMENTARY/SECONDARY								●							
	PENNSBURY COMMUNITY EDUCATION NEED/ RESOURCE ASSESSMENT - TASK FORCE	●		●			●		●							
	NEWS MEDIA								●							
	VOLUNTEER ACTION COUNCIL															
PERIPHERAL COMMUNITY RESOURCES	BUCKS COUNTY SCHOOLS - INT.UNIT #22	●		●	●	●			●	●	●	●				
	(ETS) EDUCATIONAL TESTING SERVICES		●													
	(RISE) RESEARCH INFORMATION SERVICES FOR EDUCATION															
	(PRISE) PENNSYLVANIA RESOURCES AND [illegible] CENTER SPEC.EDUC.		●							●						
	OTHER SCHOOL DISTRICTS				●	●										
	TEACHER TRAINING INSTITUTIONS - STUDENT TEACHERS							●								
EXTERNAL RESOURCES	PENNSYLVANIA DEPARTMENT OF EDUCATION	●			●	●			●							
	SPECIALIZED PROFESSIONAL CONSULTANTS		●							●	●					
	U.S. DEPT.HEALTH, EDUCATION & WELFARE		●		●	●										

OBJECTIVES
1974 - 1975

OBJECTIVE	ACTIVITIES	EVALUATION
1. Teachers will conduct a needs assessment by analyzing students' performance, the present reading program, resources available, and rank order those areas needing improvement.	1. Through individual and group interaction, follow the guidelines in the Right to Read Program Planning Procedure Booklet.	1. Completion of the Needs Assessment Summary form.
2. Teachers will select evaluation instruments: for assessing students' pre-post reading achievement over a year, for assessing specific strengths and weaknesses throughout the year, and for assessing students' pre-post attitudes toward reading over a year.	2. Review a variety of reading achievement tests, criterion reference tests for prescriptive teaching, reading attitudes tests, and select one of each that is best for assessing reading skills and attitudes toward reading.	2. Listing the names of the evaluative instruments.
3. Teachers will assess fifth and sixth grade students' reading skills and attitudes through use of testing instruments.	3. Testing of students at the beginning and end of the school year in reading skills and attitudes toward reading.	3. Test results written on class summary forms.
4. Teachers will list terminal goals and objectives for students identified as reading below grade level.	4. Utilizing the Q-sort technique and Pennsylvania's Quality Education Program Study, arrive at a concensus on appropriate goals and objectives for students at the Village Park Elementary School.	4. Written goals and objectives.

OBJECTIVE	ACITVITIES	EVALUATION
5. Teachers will identify materials, in-school resources, and community resources that can be appropriately orchestrated to develop students' reading skills.	5. Review commercial materials, in-school resources, community resources and select those most appropriate for developing reading skills of fifth and sixth grade students.	5. Compiled list of recommended materials. A list outlining the resource pool of the Pennsbury Educational System.
6. Teachers will specify in writing the goals for volunteer personnel with regard to the prescriptive reading program.	6. Review other school districts' volunteer programs and literature from Right to Read on volunteer personnel.	6. Written goals on volunteer personnel.
7. Reading Coordinator and Principal will recruit, interview, and select several volunteer personnel to work with teachers in reenforcing students' reading skill weaknesses.	7. Develop communications with the following groups for the purpose of recruiting volunteer personnel: Pennsbury Community Education Need/Resource Assessment Task Force, Retired Senior Volunteer Program.	7. Engage volunteer personnel to work with teachers and students.
8. Volunteer personnel will support the Right to Read Effort by facilitating reenforcement of classroom instruction through direct small group contact using a variety of high interest-low vocabulary materials; also by carrying out clerical duties related to the prescriptive program.	8. Include meeting with students twice weekly, sharing and broadening students' experiences, learning and playing games related to developing specific reading skills, compiling lists of hardware and software reading materials, marking tests and recording skill progress of students.	8. Teacher observation. End of school interview with the Reading Coordinator.

OBJECTIVE	ACTIVITIES	EVALUATION
9. Teachers will implement the prescriptive program by scheduling students and volunteer personnel and provide feedback to determine if procedures are operant as intended.	9. Will include use of criterion reference tests for process evaluation, grouping students according to weaknesses, direct teacher instruction, prescriptive learning utilizing appropriate materials and volunteer personnel; all in addition to the regular developmental reading program.	9. Classroom observation by Reading Coordinator, Principal, Assistant Superintendent and Superintendent of Schools. Teacher feedback during post school day workshops.
10. Community, parents and staff will accept the Right to Read Effort as a viable alternative to improving students' reading skills; demonstrated by a willingness to read and listen to progress reports.	10. Through Public Relations Coordinator, local newspapers will cooperate by publishing news releases, staff to be kept informed through in-district Pennsbury Report, parents through parent-teacher organization meetings and reports at school board meetings.	10. Published newspaper articles, in-district news articles, attendance at parent-teacher meetings, positive feedback and lack of negative feedback.
11. Students will demonstrate acceptable to positive attitudes toward reading by achieving a raw score of 91 or higher on the Compensatory Reading Program Attitudes Test, and a mean score above 66 on the Cooperative Research for Schools' Attitudes Test	11. Include student awareness of strengths and weaknesses, reenforcement of skills through self-selection of high interest games and activities, group and/or individual interaction with volunteer personnel, self selection of high interest paperback books and encouragement from home by parents.	11. Product evaluation of students on a pre-post basis using Educational Testing Service's Compensatory Reading Program Test, 4-6. Also the Center for Cooperative Research for Schools' Attitudes Toward Reading Test.

OBJECTIVE	ACTIVITIES	EVALUATION
12. Indicated by pre-post criterion reference reading tests, students will demonstrate mastery of their word recognition skills by scoring within the "Zone of Mastery" (80% or higher).	12. Concentrated two-week learning cycles including direct teacher instruction to weaknesses and volunteer personnel providing reenforcement of skills.	12. Process evaluation (pre-post) using Wisconsin Design Criterion Reference Testing Program of Specific Reading Skills.
13. With regard to reading comprehension, students' ratio of learning will be equal to or greater than the ratio of learning during previous years; as indicated by normative pre-post testing data.	13. Longitudinal emphasis on prescriptive learning in addition to regular developmental program.	13. Product evaluation of students on a pre-post basis, September and May, utilizing the grade equivalents of the Metropolitan Reading Test.
14. Teachers will show change in their values concerning: needs assessment, diagnosis of reading skills, prescriptive teaching, utilization of volunteer personnel, decision making, and in-service workshops; as indicated by mean gains on a pre-post self evaluation scale.	14. Include involvement with volunteer personnel, diagnosis of reading skills, needs assessment, decision making, and in-school in-service.	14. Product evaluation of teachers' values through introspection on a pre-post self evaluation scale.
15. Coordinator of Reading will outline in easy to understand steps the systems approach used to generate the prescriptive program through in-school in-service.	15. In order to collect, organize and analyze data, periodic staff meetings will allow for process feedback and shaping of the systems approach on an informal concensus basis.	15. Written report.

DELIMITATIONS

This practicum was limited to fifth and sixth grade students and faculty in a K-6 elementary school. The school is organized on a kindergarten through grade six basis and had a school population of six hundred pupils or more.

The data in this report represents the time period from June 1974 through the end of the first cycle in June 1975.

The Village Park school employs a full-time reading specialist who was instrumental in coordinating the follow through efforts of faculty and volunteer personnel.

Pennsbury employs a full-time coordinator of reading who served as the Right to Read Director during this program.

SUMMARY

This chapter discussed the purpose of the practicum in view of meeting the reading skill needs of fifth and sixth grade students and the need for providing a delivery system for the teaching staff.

The need for change in the reading program was examined in light of the political, educational and economic implications. In addition, a review of the literature supported need for change in the inservicing of teachers.

Terms were defined. Goals, objectives, activities and evaluation techniques were delineated. Various resources that contributed to each objective were illustrated in Figure 2. Limitations of the practicum were discussed.

The section describing rationale for this practicum represents the initial awareness stage in Context Evaluation. Unmet needs and unused opportunities which were delineated suggested timeliness for improving performance within the present reading program.

CHAPTER II

CONTEXT EVALUATION

PURPOSE OF THIS CHAPTER

The purpose of this chapter is twofold.

First, to provide linkage between the initial administrative leadership awareness activities described through Context Evaluation in Chapter I, and subsequent awareness by the Village Park Staff.

Second, to describe through Context Evaluation the specific activities leading to compilation of a dynamic baseline of information. This baseline information demonstrates awareness that need for a decision existed with respect to the reading program in fifth and sixth grades at the Village Park School in particular.

ACTIVITIES

Initial Leadership Awareness

Leadership awareness took place beginning June 1973, prior to involvement of the Village Park teaching staff.

June 1973. The contract between the Pennsbury Education Association and the Pennsbury School Board underscored the need for increasing and improving inservice opportunities in reading.[31]

The mini-practicum reflected teachers' concerns for inservice programs in reading.[32]

September 1973. A letter was received from the Pennsylvania Department of Education (See Appendix C) followed by a verbal request from Intermediate Unit 22 to participate in the Right to Read Effort.

November 1973. The Reading Coordinator traveled to Harrisburg to attend an orientation program concerning the philosophy and direction of the Right to Read Effort in Pennsylvania. (See Appendix D)

December 1973. To create initial awareness and support among the Pennsbury School Board Directors, the Reading Coordinator gave a brief report on the Right to Read Effort; its goals and objectives. As a result, official notification of Pennsbury's participation in the Right to Read Effort was forwarded to the Pennsylvania Department of Education. (See Appendix E)

It was during this month that the Assistant Superintendent of Curriculum and Instruction began a series of meetings with an ad hoc committee of fifth and sixth grade teachers whose concerns centered around reading. Concurrently, the Assistant Superintendent agreed with the Reading Coordinator that Pennsbury should place its Right to Read Effort at the fifth and sixth grade levels through an in-school inservice program for teachers.

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[31] Pennsbury Education Association and the Pennsbury School Board, loc. cit.

[32] Thomas J. Garberina, loc. cit.

A review of the 1972-73 STEP test results revealed reading scores falling off after fourth grade.[33]

January-June 1974. Bi-monthly, the Reading Coordinator left the school district to attend the Right to Read State Training Workshops. These sessions involved 240 hours of concentrated instruction in a wide range of areas related to reading and administration. (See Appendix F) Upon completion of the workshop the Reading Coordinator was designated as a Right to Read Director.

Between the training sessions in Harrisburg, the Coordinator of Reading met with many groups within the school district in order to delineate how the Right to Read Effort applied to the Pennsbury Schools.

January 1974. During this month the Reading Coordinator met with the following groups to create awareness concerning Pennsbury's involvement in the Right to Read Effort.

Elementary and Secondary Principal Meetings
Curriculum Coordinator's Meeting
Elementary and Secondary Reading Specialists' Meetings

In all instances reaction to the Right to Read Effort was favorable.

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[33] Standardized Testing Program Results 1972-1973, loc. cit.

February 1974. The Reading Coordinator met with the Elementary Parent Advisory Council and communicated Pennsbury's involvement in the Right to Read Effort. Questions were answered and input provided by the representatives on the council. Response to Right to Read was very favorable.

March 1974. In an informal meeting between Mrs. Gene Wilson, Chairperson for CASE (Community Action to Strengthen Education), Mrs. Jackie Bowers, President of the Pennsbury Education Association, and the Reading Coordinator, mutual affirmative feelings were shared concerning greater community involvement in the schools through the Right to Read Effort. (See Appendix G)

A news release to the Bucks County Courier Times Newspaper announced to the community Pennsbury's involvement in the Right to Read Effort. (See Appendix H)

At the public school board meeting, the Board of Directors approved the motion, "That the Pennsbury School Board officially acknowledge a high priority for reading in the district's educational program." (See Appendix I)

March-April 1974. The Reading Coordinator met with the staff of four elementary schools to explain the Right to Read Program and solicit all fifth and sixth grade staff from one school as volunteers to participate in the effort.

These schools reflected the greatest downward trend on the STEP tests after fourth grade. Selection of the Village Park School as the model site was based on interest of all staff members to participate in the Right to Read Effort on a volunteer basis.

April 1974. A grant agreement for $2,000 between the Pennsylvania State Department of Education and the Pennsbury School District was formally submitted. (See Appendix J)

May 1974. The purpose of the first meeting with the seven staff members of the Village Park School was to provide an in-depth awareness of the objectives of the Right to Read Effort and establish summer workshop dates.

Awareness for staff members district-wide was accomplished through the news organ "Pennsbury Schools' Report." (See Appendix K)

In-district financial support in the amount of $1,320 was approved by the Assistant Superintendent with the full support of all elementary and secondary principals. (See Appendix L)

In summary, the activities during this first phase of Context Evaluation began in June 1973 and were completed in June 1974 with the final training session in Harrisburg.

Delineation of the Right to Read Effort through the aforementioned activities resulted in a broad information base of support for the program via teachers, administrators, school board and community.

Figure 3, page 32, provides at a glance the variety and sequence of activities which took place during the initial leadership awareness stage of Context Evaluation from June 1973 through June 1974.

FIGURE 3
CONTEXT EVALUATION
TIME LINE OF ACTIVITIES

LEADERSHIP AWARENESS ACTIVITIES June 1973 through June 1974	1973					1974												1975					
	Jun	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Teacher Contract	●																						
Letter–Dept. of Education		●																					
Research of Literature		●	●	●	●	●	●	●	●	●	●												
Orientation on Right to Read				●																			
Verbal School District Interest				●																			
Spoke to School Board Directors					●																		
Written Agreement to Participate					●																		
Ad Hoc Committee 5th–6th Teachers					●																		
Standardized Test Results					●																		
Attendance at Training Workshops						●	●	●	●	●	●												
Awareness & Input Leadership Staff						●																	
Awareness & Input Parent Advisory							●																
Awareness & Input (CASE) Community								●															
Newspaper Release								●															
Reading Declared Priority by Board								●															
Selection of Target School								●	●														
$2,000 Grant from State Department									●														
Awareness Meeting Village Park Staff										●													
News Release in-district All Staff										●													
Local Budget Approved - $1,320										●													

Staff Awareness at Village Park School

Staff awareness at Village Park School took place beginning June 1974 and continued through August 1974.

Having completed the ten week training workshops, the Reading Coordinator, now designated as a Right to Read Director, was ready to implement the Program Planning Procedures with the Village Park Right to Read Staff.

The purpose of the Program Planning Procedure is designed to help the school site conduct a needs assessment in order to develop the most effective reading program. With respect to this, no parameters were established that suggested the present program could not be replaced. Conversely, this was not a mandate to replace the present program.

Each of the six Right to Read Staff, as well as the Reading Coordinator and Principal, received a working charts and forms booklet which was provided to help in conducting the needs assessment. Where necessary, group decisions were resolved through concensus ruling. This booklet provided systematic evaluation in ten areas related to reading: student population, student performance, program objectives, other model programs, diagnosis/prescription/evaluation, instructional approach, teacher assignments and program organization, personnel, staff development and materials and services.[34]

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[34] U.S. Office of Education, Right to Read Program Planning Procedure, Right to Read Program, Booklet, (Harrisburg: Reprinted by Pennsylvania Department of Education, 1973), p. P-2.

Prior to engaging in the needs assessment, the staff realized *that input would be necessary beyond that which was available within* the school district. Identification of various resources within the schools, within the local community, on the peripheral of the community, and external to the community resulted in the design of Figure 2, Resource Pool of the Pennsbury Educational System. As stated earlier, the purpose of this chart was to demonstrate the symbiotic relationships among the groups which would allow for the potential contribution of each to be utilized at the appropriate time and in the appropriate way. The deliberate reference made to the "Pennsbury Educational System" as opposed to "Pennsbury School District" was intended to foster deeper involvement of community, resulting in greater relevancy, respectability and acceptability of the Right to Read Effort.

Figure 2, page 20, illustrates the involvement of the various resources as they are appropriate to the activities which were conducted at the Village Park School.

July/August 1974 - Needs Assessment

Seven one-half day workshops were devoted to the needs assessment. Appendix M, Needs Assessment Summary Form, outlines the four major areas evaluated and the outcomes. The four major areas were Student Performance, Reading Program, Resources, and Decision Making.

Student Performance-Needs Assessment

With respect to the students in grades five and six at Village Park School, the Right to Read Staff examined their own values in terms of the goals and objectives they expected of the students in general.

Utilizing the ten goals of Pennsylvania's Quality Assessment Program, a Q-Sort was conducted by each staff member. Final determination of the major goals and objectives was based on consensus ruling.

Pennsylvania's Ten Basic Goals of Education are:

1. Self Understanding
2. Understanding Others
3. Basic Skills-Reading and Math
4. Interest in School and Learning
5. Good Citizenship
6. Good Health Habits
7. Creativity
8. Vocational Development
9. Understanding Human Accomplishments
10. Preparation for a Changing World

Considering their past experience with fifth and sixth grade students at Village Park, the staff selected five of the above goals as most important. In priority order, their goals were:

1. Self Understanding
2. Basic Skills
3. Preparation for a Changing World
4. Interest in School and Learning
5. Creativity

This intuitive assessment provided general information on what staff felt were the students' needs in both the cognitive and affective domains. In addition, it established a baseline of information for the staff to conduct the first section of the Right to Read Needs Assessment, Student Performance.

Following is a complete list of the resources used for assisting staff in ranking specific areas on the Needs Assessment Summary Form under Student Performance.

End of Basal Reader Test
STEP Test Scores
Coopersmith Self Esteem Inventory
Reading Attitudes Test
Wisconsin Criterion Reading Tests
Metropolitan Reading Tests
Parent Questionaire
Staff Observations
Volunteer Observations

With regard to the decision making process, it is important to note that the selection of the above resources of information was based upon staff consensus; and only after a review of a variety of instruments and techniques. The reading coordinator insured that the decisions arrived at were based on reliable and valid information.

Figure 2, objectives 2-3, reflects those resources to whom information was delineated and from whom information was obtained. This interaction provided important baseline information which helped in the selection of the evaluative measures to assess student performance.

Selection of the measuring instruments in this program resulted from a review of many normative and criterion tests, as well as a research review. For example, the Coopersmith Self Esteem Inventory (See Appendix N) was utilized in developing Pennsylvania's Quality Assessment Program.[35] A search through the ERIC System at Educational Testing Services uncovered a variety of reading attitudes tests.

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[35] U.S. Office of Education, Quality Education Program Study-Self Understanding, ESEA Title III Project in Cooperation with the Pennsylvania Department of Education, Booklet 1-A, (Harrisburg:1971),p.25.

The Compensatory Reading Program Attitudes Test: 4-6, recommended by Dr. Gita Wilder, Research Associate at Educational Testing Services, was evaluated by the Right to Read Staff as best for meeting the needs of the program at Village Park School. (See Appendix O) The Wisconsin Design Criterion Tests were chosen from among several commercially available programs. Since the Metropolitan Reading Test was the anchor test in the Anchor Test Study conducted by Educational Testing Services for the National Center for Education Statistics, it was the instrument selected for product evaluation on a pre-post basis.[36] The Parent Questionaire was adopted from Project Conquest in the St. Louis Public Schools.[37] (See Appendix P)

The results of this dynamic baseline of information are illustrated on the Needs Assessment Summary Form, Appendix M. The staffs intuitive evaluation of goals via the Q-Sort Technique, information gathered from previous test results, and the review of testing instruments to gather further data in the cognitive and affective domains, resulted in the selection of the following areas to be emphasized for target students at the Village Park School.

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[36] National Center for Education Statistics, Anchor Test Study, Prepared by Educational Testing Services, (Washington, D.C.: U.S. Government Printing Office, 1974), p. 1.

[37] U.S. Office of Education, Project Conquest, U.S. Department of Health, Education and Welfare (Washington D.C.: U.S. Government Printing Office,1973), p. 6-7.

1. Student Attitudes Toward Reading
2. Word Recognition Skills
3. Comprehension Skills

Reading Program Needs Assessment

Nine major areas were assessed under Reading Program.

1. Program Location in School
2. Teacher-Student Organization
3. Time Spent in Program
4. Percent of Students Served
5. Basic Approach
6. Instructional Techniques Employed
7. Student Grouping
8. Evaluation
9. When Existing Program Started

Of the nine areas listed above, four were assessed as needing improvement. In area two, Teacher-Student Organization, it was felt that volunteer personnel could represent an improvement in the present program. This was particularly true in the area of reenforcing skills of students reading below grade level.

Several recommendations for improvement evolved from the assessment of area six, Instructional Techniques Employed. A review of materials showed a need for a wider variety of programs, particularly machine-based and software materials other than the basal readers. In addition, more intense involvement of students utilizing a wide variety of materials as they are matched to each student's learning style.

Much improvement was deemed necessary in area eight, Evaluation. Specific objectives needed to be formulated for each student with respect to skill areas needing improvement. Students should be included in self-evaluation and an instrument for measuring attitudes should become part of the on-going evaluative program.

Perhaps the most significant outcome of the assessment of program was that every staff member voted to keep the existing Tri-Basal Reading Program which was developed in 1968. The structure the tri-basal offered was a point from which flexibility allowed for maximizing individualized learning opportunities, yet insured a sound basic reading program for all students. Staff suggested the need for a program lodged between the Tri-basal Program's developmental aspects and the Remedial Reading Program conducted by the building reading specialist. The new program was to be known as a Prescriptive Program through which the classroom teacher, in conjunction with volunteer personnel, would work to improve specific reading skills identified through use of an on-going criterion reference testing program.

Summarizing, the areas recommended for improving the present reading program were:

1. Use of Volunteer Personnel
2. Increase Learning Opportunities for Students Reading Below Grade Level
3. Use of a Wider Variety of Materials with More Intensive Student Involvement
4. Better Evaluative Techniques to Include Formulation and Measurement of Specific Objectives for Each Student, Student Self-Evaluation and Measurement of Students' Attitudes Toward Reading

Resources-Needs Assessment

Under Resources, eight major areas were assessed.

1. Availability of Reading Teachers
2. Availability of Additional Personnel
3. Non-Classroom Personnel Available
4. School Library Activity
5. Staff Reading Specialists
6. Outside Consultant
7. Other Non-School Resources
8. Dollar Resources

Only two recommendations surfaced after the assessment of Resources. The need for volunteer personnel was again highlighted under area two. Area eight, Dollar Resources, reflected the need to feather-in local dollars to supplement and ultimately replace federal dollars funded for this type in-school inservice program.

Decision Making Needs Assessment

Assessment here involved the Right to Read Staff in aligning the decisions that needed to be made, with the appropriate decision maker. This exercise was important for calling on appropriate personnel in order to allocate or redirect resources for the purpose of developing a more effective reading program. No recommendations for change were noted in this area.

Community Needs Assessment

In addition to the Right to Read Needs Assessment, results of the Pennsbury Community Education Need Resource Assessment provided additional input with respect to community values concerning educational efforts.

Of nine areas assessed by the community group, two coincided with the outcomes of the Right to Read Needs Assessment. Meeting "Specialized Needs of Children with Learning Disabilities" ranked number one and "Community Involvement" in the schools ranked number four.[38] Also involved in this assessment were school staff across the district. Of the nine areas assessed by school staff, meeting "Specialized Needs of Children" ranked number one and "Community Involvement" ranked number six.

Figure 4, page 42, provides at a glance the variety and sequence of activities that took place during the Village Park Staff awareness stage of Context Evaluation in the months of June, July, and August 1974.

The aforementioned dynamic baseline of information regarding leadership awareness, the operation and accomplishments of the Pennsbury School District, community values concerning educational efforts, emerging values found in the literature, empirical data, and the needs assessment by staff at the Village Park School provided a rationale for establishing the goals and objectives listed in Chapter One.

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[38] Pennsbury Community Education Need Resource Assessment Task Force, Need Resource Assessment Data, (Pennsbury School District, 1974), p. 2.

FIGURE 4
CONTEXT EVALUATION
TIME LINE OF ACTIVITIES

STAFF AWARENESS VILLAGE PARK SCHOOL ACTIVITIES JUNE 1974 thru AUGUST 1974	1973					1974												1975					
	Jun	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Initial Village Park Awareness											●												
NEEDS ASSESSMENT																							
Q-Sort - Pennsylvania's Goals of Quality Assessment												●											
Identified Unmet Needs in Reading Attitudes and Skills												●											
Prioritized Areas for Improvement												●											
IDENTIFIED UNUSED OPPORTUNITIES IN PROGRAM																							
Outcomes Community Needs Assessment													●										
Volunteer Personnel													●										
Program Materials													●										
Evaluative Instruments													●										
Budget													●										
Space Facilities													●										
IDENTIFIED APPROPRIATE DECISION MAKERS													●										
ESTABLISHED GOALS AND OBJECTIVES													●										

CHAPTER III

INPUT EVALUATION

PURPOSE OF THIS CHAPTER

The purpose of this chapter is twofold.

First, to describe the selection of alternatives and the design for a plan of action to meet the goals and objectives of the Right to Read Effort. Specific attention is devoted to the target school selection, evaluative instruments selected, design of the practicum, scheduling of testing program, volunteer personnel, staff resource meetings scheduled, equipment and materials, budget, facilities, procedures and scheduling of prescriptive program, publicity and organizational scheme.

The second purpose is to show the development of the inservice systems approach. This will be accomplished by describing the procedures and outcomes that evolved as a result of incorporating aspects of Pennsylvania's Generic Planning Process and Stufflebeam's CIPP Evaluation Model into the Right to Read Effort.

SELECTION OF ALTERNATIVES

Beginning in August 1974 through December 1974 the Right to Read Staff identified and assessed various alternatives for achieving program goals and objectives. A design was then developed for implementing selected alternatives. Following is a list of activities from which alternatives were selected. These selected strategies formed the parameters of the prescriptive program for students reading below grade level.

Target School Selection - May

This practicum was conducted in Levittown, Pennsylvania, one of four municipalities making up the Pennsbury School District. The Village Park School, in which the program was conducted, is one of nine elementary schools designated as target schools. These schools are defined as target schools because they service areas in which there is high concentration of economically and educationally disadvantaged home life. The Village Park School was selected for the Right to Read Effort due to unanimous interest of fifth and sixth grade staff to participate in an innovative program.

A total of six classroom teachers were involved in the Right to Read Effort. Eighty-five students were identified as reading below grade level. Based upon test results and teacher input, fifty of the eighty-five were targeted for the prescriptive program.

Evaluative Instruments Selected - August

A variety of testing instruments were reviewed by staff for assessing the cognitive and affective domains. As shown in Figure 2, page 20, both internal and external resources were utilized for gathering information on testing. A search through the ERIC System by Educational Testing Services revealed seven reading projects with emphasis on the affective domain. Consultation with research directors at ETS and the Regional Resource Center (PRISE) provided additional information. Hands-on review of a variety of achievement tests, attitudes tests, and criterion reference tests such as Random House, Fountain Valley, McGraw-Hill and Wisconsin Design provided further input.

From among the many alternatives, the following evaluative instruments were selected as best for assessing the goals and objectives of the Right to Read Effort.

Achievement Test. As stated earlier in this paper, the Metropoliton Reading Test was selected for this practicum since it was the anchor test in the Anchor Test Study conducted by Educational Testing Services for the National Center for Educational Statistics.[39] Forms F and H were scheduled to be administered to pupils in September 1974 and May 1975. Since comprehension in context is the essence of reading, only this portion of the test was to be utilized for product evaluation.

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[39] National Center for Education Statistics, loc. cit.

The ratio of learning concept was chosen as the technique to assess gains in this program because it is relatively easy to interpret to administration and parents. The ratio of learning concept measures children's learning rates prior to entering the Right to Read Program versus their learning rate while they are in the program.

Achievement Test. Of the several attitudes tests evaluated, the Compensatory Reading Program Attitudes Test 4-6, recommended by Dr. Gita Wilder of ETS, was selected and scheduled for administration to students in September and May. (See Appendix O) The purpose of this test was to determine if there were attitude changes within or between the categories of negative, acceptable and positive.

In addition, the Cooperative Research for Schools' Attitudes Test was scheduled for post-testing in May. This instrument, required by the Department of Education, compared the mean score of Pennsbury's sixth grade students to sixth grade students across the state of Pennsylvania.

Criterion Reference Test. The Wisconsin Criterion Reference Test was selected from among several commercially available programs. It was to be utilized to diagnose students with specific reading skill deficiencies. After instruction on specific skill deficiencies, the Wisconsin was to be used for post test evaluation. This pre/instruct/post test program allowed for prompt feedback on student success and provided a means for student self evaluation. With respect to this, a student zone of mastery chart was developed. Progress in each skill area was to be recorded by the student. (See Appendix Q)

Self-Esteem Test. The Coopersmith Self-Esteem Inventory was selected for use in process evaluation only.[40] (See Appendix N) Its purpose is to provide feedback by the student on how he views himself in terms of self-image, self-confidence, peers, school and home. The teacher can compare this data to his own subjective observations concerning the student's behavior. For the purpose of providing direction, this combination of information was to be utilized discreetly in conferences with the guidance counselor, reading specialist and where applicable, with parents.

Parent Questionaire. The Parent Questionaire was adopted for the purpose of soliciting parents' feelings about their children's reading.[41] In addition, it provided a means of communication between the parents and teacher. Two-way communication would allow for a clear understanding of objectives and result in a positive effect on the student at home as well as in school. (See Appendix P)

Introspective Value Assessment. This instrument was developed for the purpose of determining if teachers' values changed as a result of participating in the Right to Read Effort.

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[40] U.S. Office of Education, Quality Education Program, loc.cit.

[41] U.S. Office of Education, Project Conquest, loc.cit.

Teachers values would be assessed on a pre-post basis after the program was completed. The seven major areas to be assessed would be: Needs Assessment, Decision Making, Diagnosis, Volunteer Personnel, Student Self Evaluation, In-school Inservice Workshops, and Prescriptive Program.

Volunteer Interview. At the conclusion of the program, an informal interview would be conducted with the volunteer personnel. The purpose of this interview would be to solicit their views concerning their participation in the program.

Figure 5, page 49, charts each of the evaluation measures. Each evaluation measure is listed according to its utility in the program. For example, the Metropoliton Reading Test is used for product evaluation in the cognitive domain while the Coopersmith Self-Esteem Inventory is used for process evaluation in the affective domain.

A profile chart was developed to record pre-test and process data. This was helpful for systematically examining each child's needs in the affective and cognitive domains. From test results and teacher observation, recommendations would be made concerning students who could benefit from counseling, sub-grouping, independent learning, interaction with volunteer personnel or other professional staff specialists. (See Appendix R)

FIGURE 5

INSTRUMENTATION

EVALUATION INSTRUMENT	PURPOSE	DOMAIN	TYPE OF EVALUATION
Metropoliton Reading Test	Assess Ratio of Learning in Comprehension	Cognitive	Product Pre-Post
Compensatory Reading Program Attitudes Test 4-6	Assess Attitudes Toward Reading	Affective	Product Pre-Post
Center for Cooperative Research for Schools Attitudes Test	Assess Attitudes Toward Reading	Affective	Product Post
Coopersmith Self-Esteem Inventory	Assess Self-Image, Self-Confidence, Peers, School and Home	Affective	Process
Parent Questionaire	Parents' Feelings About Students' Reading	Affective	Process
Wisconsin Criterion Reference Test	Assess Specific Reading Skills	Cognitive	Process Pre-Post
Volunteer Interview	Volunteers' Views Concerning Their Participation in the Program	Affective	Product Post
Introspective Values Assessment	Assess Changing Values of Teachers	Affective	Product Post

Design of the Practicum - September

The reading achievement of 50 target children reading below grade level in grades five and six were to be studied through the application of Design 2 (One-Group Pre-Test/Post-Test Design, $0_1 \times 0_2$) as described by Campbell and Stanley.[42]

Inasmuch as the experimental isolation in Design 2 can almost never assume that (x) caused the difference between $0_1 - 0_2$, it is important to note that the purpose of this practicum is to put into action a mix of procedures, techniques, methods, and activities that True Experimental Designs have already established as having made a difference in developing students' reading skills.

Utilization of Design 2 allows for the evaluation of just how well these previously researched hypotheses apply to students in grades five and six at the Village Park School when implemented through an In-School Inservice Systems Approach.

Since the In-School Inservice Systems Approach represents innovative efforts by the Pennsbury School District, it is considered to be a neomobilistic change effort according to Stufflebeam.[43] A neomobilistic setting connotes a low information base, long range planning, and a large degree of change.

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[42] Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally, 1963), p. 7.

[43] Stufflebeam, op. cit., p. 69.

Within this type of decision making setting, a premium is placed upon creativity allowing staff efforts to be exploratory and hueristic in nature. To foster this openness, evaluation systems to support neomobilistic decision making are usually ad hoc, nonrigorous investigations.

Inasmuch as process and product evaluation are represented in the early stages of this neomobilistic decision-making setting, the emphasis is on shaping a method to improve reading skills and abilities rather than evaluation being the sine qua non.

Testing Program Scheduled - September

Target dates for the testing program were scheduled for process and product evaluation in the cognitive and affective domains. (See Figure 6)

FIGURE 6

TESTING SCHEDULE

PRODUCT EVALUATION	DATES
Metropoliton Reading Test	September - May
CRPT Attitudes Test	September - May
CREWS Attitudes Test	May
Introspective Assessment Test	June
Volunteer Interview	June
PROCESS EVALUATION	
Coopersmith Self-Esteem Inventory	October
Parent Questionaire	October
Wisconsin Criterion Reference Tests	October through May

Volunteers/Goals Developed - September

Staff recognition of the need to become more diagnostic concomitantly brought recognition of the need for additional help.

Volunteer personnel could relieve the teacher of clerical work involved in a criterion reference testing program. In addition, volunteers could work with children to reenforce skill weaknesses.

The value of volunteer personnel was brought to the fore through information provided by Philadelphia's School Volunteer Program, North Penn School District's Volunteer Program and the Teacher Orientation Handbook provided by the U.S. Office Of Education.[44]

With help from community groups such as CASE (Community Action to Strengthen Education) and RSVP (Retired Senior Volunteer Program), volunteers were to be recruited to assist in the Village Park Right to Read Effort. The following goals were agreed upon for volunteer personnel working in the program.

GOALS
VOLUNTEER PERSONNEL

- -to maximize individualized learning opportunities in reading by expanding and supplementing the work of the teacher.

- -to broaden the experiences of children through enrichment programs.

- -to share in the challenge of humanizing learning by dealing with the experiences, feelings, and values that children rank as important.

- -to become involved in a school-community relationship for the common purpose of helping children learn to read.

- -to help build a better understanding of school needs, and stimulate widespread community support for public education.

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[44] U.S. Office of Education, Teacher Orientation Handbook, National Reading Center (Washington, D.C.: U.S. Government Printing Office, 1972)

Meetings Scheduled-Teachers/Counselor/Reading Specialist - September

Results from various test data administered by teachers would require interpretation and consultation with in-school professional resource staff. Two one-half days of released time were scheduled in order to provide the opportunity for each classroom teacher to meet with the counselor, reading specialist and reading coordinator. During these sessions each child would be discussed in relation to test results, present needs and program prognosis. Meetings were scheduled for October.

Equipment and Materials - September

To be effective, a criterion reference program must have prescriptive teaching and reenforcing. This requires a variety of materials. The needs assessment uncovered a dearth of materials available at Village Park School. Workshop sessions were moved to the district's curriculum library. Hardware and software materials as well as brochures were reviewed. Materials were matched to specific reading skills evaluated by the Wisconsin Criterion Reference Tests. A specific skill materials' file system was then started. As the program evolved, this file system would be added to and kept up to date by volunteer personnel. In addition, all materials recommended for the program were charted according to skills developed and modality of learning. See Appendix S for the form on which information was logged. The results of categorizing materials would enhance the possibility of matching each student's specific skill weakness with his/her learning style.

Budget - October

Since dollars were already appropriated for inservice, both federally and locally, only one area needed to be finalized concerning budget. This was in the area of purchasing hardware and software materials recommended by staff. The assistant superintendent registered full support for any materials necessary to carry out the program.

Facilities - October

Additional learning space was assessed in relation to moving students to other areas and accommodating volunteer personnel.

With individual learning stations in the instructional materials center and the availability of rooms set aside for small group activities, space did not present any constraints for carrying out the program.

Procedures and Scheduling - November

A pre-test/instruct/post-test procedure spanning two week cycles was to be implemented. During each week, teachers would instruct three times while volunteer personnel would handle clerical work and/or reenforce skills with students.

Three scheduling programs would be trialed: cross-age subgrouping, subgrouping within the grade level, and subgrouping within each class.

With the building reading specialist as the coordinator, each staff member was to be responsible for grouping students and assigning volunteer personnel to clerical tasks and/or students. The sign-up schedule for a two week cycle involving the teacher and volunteer personnel appears below in Figure Seven.

FIGURE 7

VOLUNTEER ASSIGNMENT SCHEDULE

Teacher	Volunteer Personnel
# of Students	Skill Area to be Emphasized Clerical Work to be Accomplished

WEEK ONE	Monday Teacher Instruction	Tuesday Volunteer Reenforcement Clerical Work	Wednesday Teacher Instruction	Thursday Volunteer Reenforcement Clerical Work	Friday Teacher Instruction
TWO	Monday Teacher Instruction	Tuesday Volunteer Reenforcement Clerical Work	Wednesday Teacher Instruction	Thursday Volunteer Reenforcement Clerical Work	Friday Teacher Instruction Post Test

The target date for integrating volunteer personnel into the prescriptive program was mid-January, 1975.

Teacher Training for Use of Volunteers. Inasmuch as the staff was involved in making the decision to acquire volunteers, they were equally perceptive to suggest that the volunteers not be brought into the program until they had acquainted themselves with various aspects of the program and establish some systematic procedures for utilizing their services. In the words of one staff member, "I don't want to be 'winging it' when the volunteer shows up."

Three training workshops were scheduled. During these sessions teachers would become familiar with new materials, procedures, scheduling of students, utilizing the specific skill filing system, pre-testing techniques and paperwork load. From this experience they would be able to realistically assess how best the volunteer personnel could assist in: marking test results, keeping records, developing the specific skill filing system and working with students. These workshop sessions were scheduled for December-January.

Volunteer Training. In conjunction with a creative activities workshop for first year teachers, the volunteers were scheduled to receive two days of inservice training as a transitional stage for integrating them into the prescriptive program. In addition they were to be provided with the Tutors' Resource Handbook provided by the U.S. Office of Education.[45] Inservice for volunteers was scheduled for early January, 1975.

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[45] U.S. Office of Education, Tutors' Resource Handbook, National Reading Center (Washington,D.C.: U.S. Government Printing Office,1972)

Communications Feedback. One hour after-school workshop meetings were scheduled after each two week cycle. The purpose of these meetings was to provide feedback through which the program could be constantly monitored on a formal and informal basis. A MEMO was to be provided to staff members on the outcomes of each meeting and objectives for the next meeting. Figure 8 below represents the cover sheet of the MEMO.

FIGURE 8

SYSTEMS APPROACH

MEETING REPORT FORM

Date__________ Check __ # of Committee Members Present

Members' Names

Chairperson ______________________ __ ______________________ __
Recorder ______________________ __ ______________________ __
______________________ __ ______________________ __
______________________ __ ______________________ __
______________________ __ ______________________ __

Others: ____

The Committee worked on:

AGENDA

1.

2.

3.

4.

OUTCOMES

1.

2.

3.

4.

If more space is needed, please use the back of this sheet.

At our next meeting (Date __________ Time_______ Place_____________________)
we will consider:____

Our assignments before the next meeting are:______________________________

Signed______________________________
Recorder

Recorder Note: Please complete this form at the meeting and give to school secretary (or other person) to type and distribute to the following people:

All Committee Members Listed Above
Others: ______________________ ______________________

Publicity - December

Dissemination of information concerning the Right to Read Effort was to be accomplished through the following methods:

- - - Newspaper Release
- - - Report to School Board at Public Meetings
- - - Update through Lecture/Discussion to Principal Groups, Coordinators, Reading Specialists, PTA and Parent Advisory Council
- - - Visit to Program by Superintendent and Assistant Superintendent
- - - To All Staff through In-house News Organ, The Grapevine

Organizational Scheme - December

The newly defined prescriptive program is schematically shown in Figure 9 and Figure 10.

Figure 9 presents the prescriptive program within the overall Pennsbury reading program model. Figure 10 outlines step by step how students with skill deficiencies proceed through the prescriptive program.

All students participate in the developmental program by meeting with the teacher once every day for basal reading instruction. Students reading below grade level are tested for specific skill deficiencies on the Wisconsin Criterion Reference Tests. Students who score less than 80 percent mastery on any skill are subgrouped for instruction in that skill. After approximately two weeks of instruction and reenforcement, a post-test is administered. A score of 80 percent or higher indicates the student has achieved within the zone of mastery and may be subgrouped for another skill, if necessary. Any student scoring less than 80 percent on the post-test will recycle through the skill program with another group or receive individualized attention. Instruction in the prescriptive program is in addition to regular instruction in the developmental program. (See Appendix T and Appendix Q)

FIGURE 9

PENNSBURY
READING PROGRAM MODEL

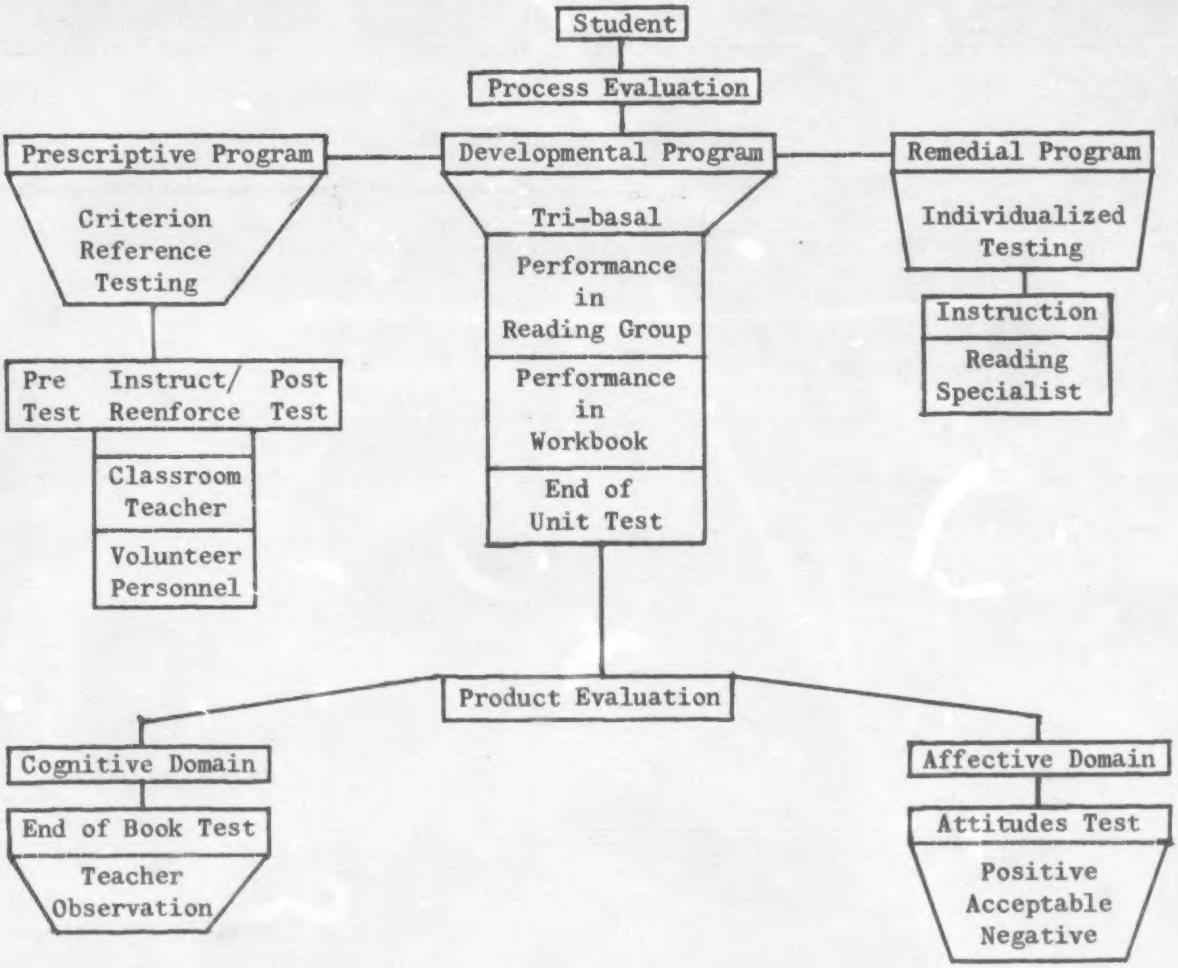
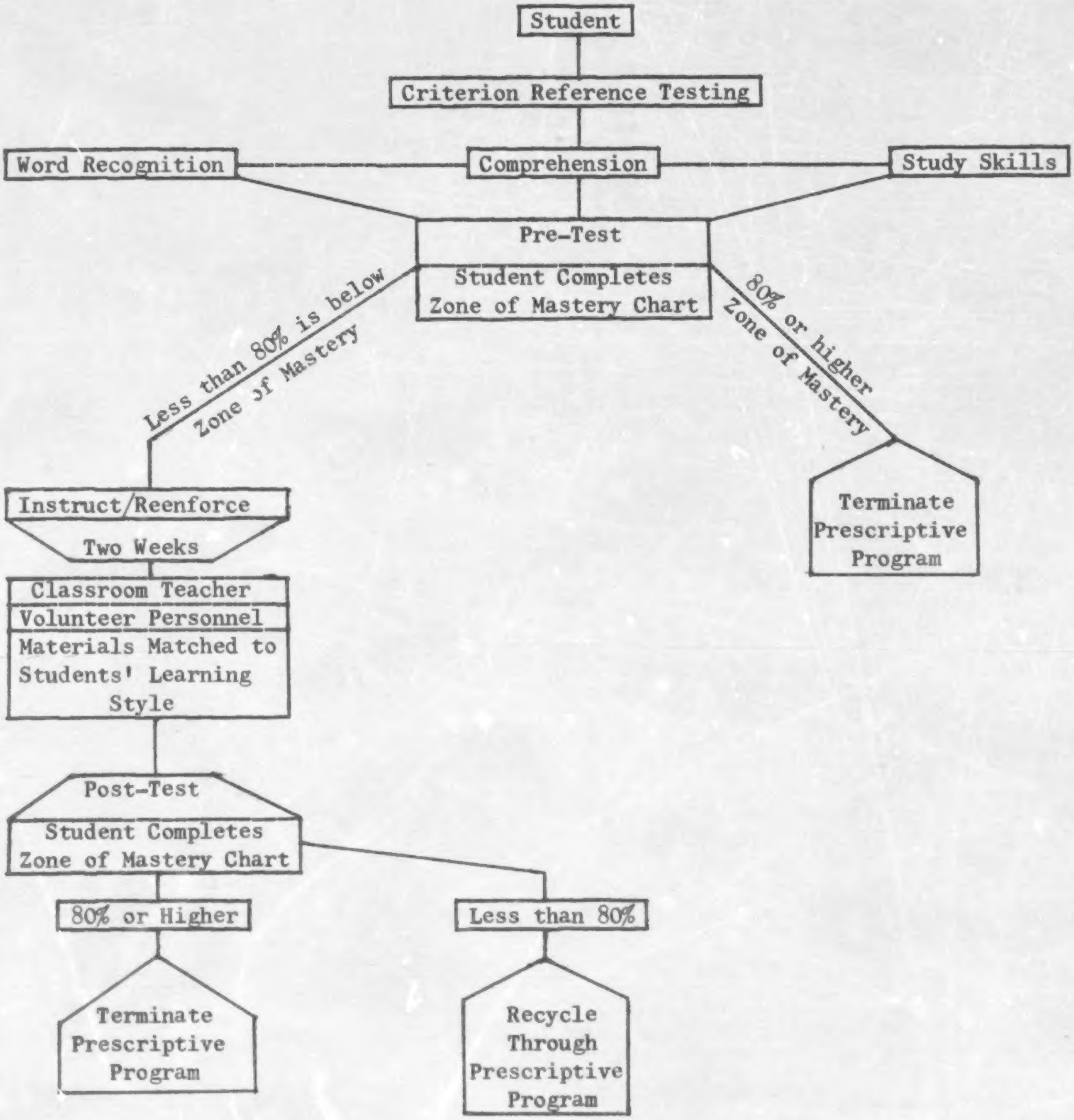

Student
Process Evaluation
Prescriptive Program
Developmental Program
Remedial Program
Criterion Reference Testing
Tri-basal
Individualized Testing
Performance in Reading Group
Instruction
Reading Specialist
Pre Test
Instruct/ Reenforce
Post Test
Performance in Workbook
Classroom Teacher
End of Unit Test
Volunteer Personnel
Product Evaluation
Cognitive Domain
Affective Domain
End of Book Test
Attitudes Test
Teacher Observation
Positive
Acceptable
Negative

FIGURE 10

PRESCRIPTIVE READING PROGRAM
MODEL

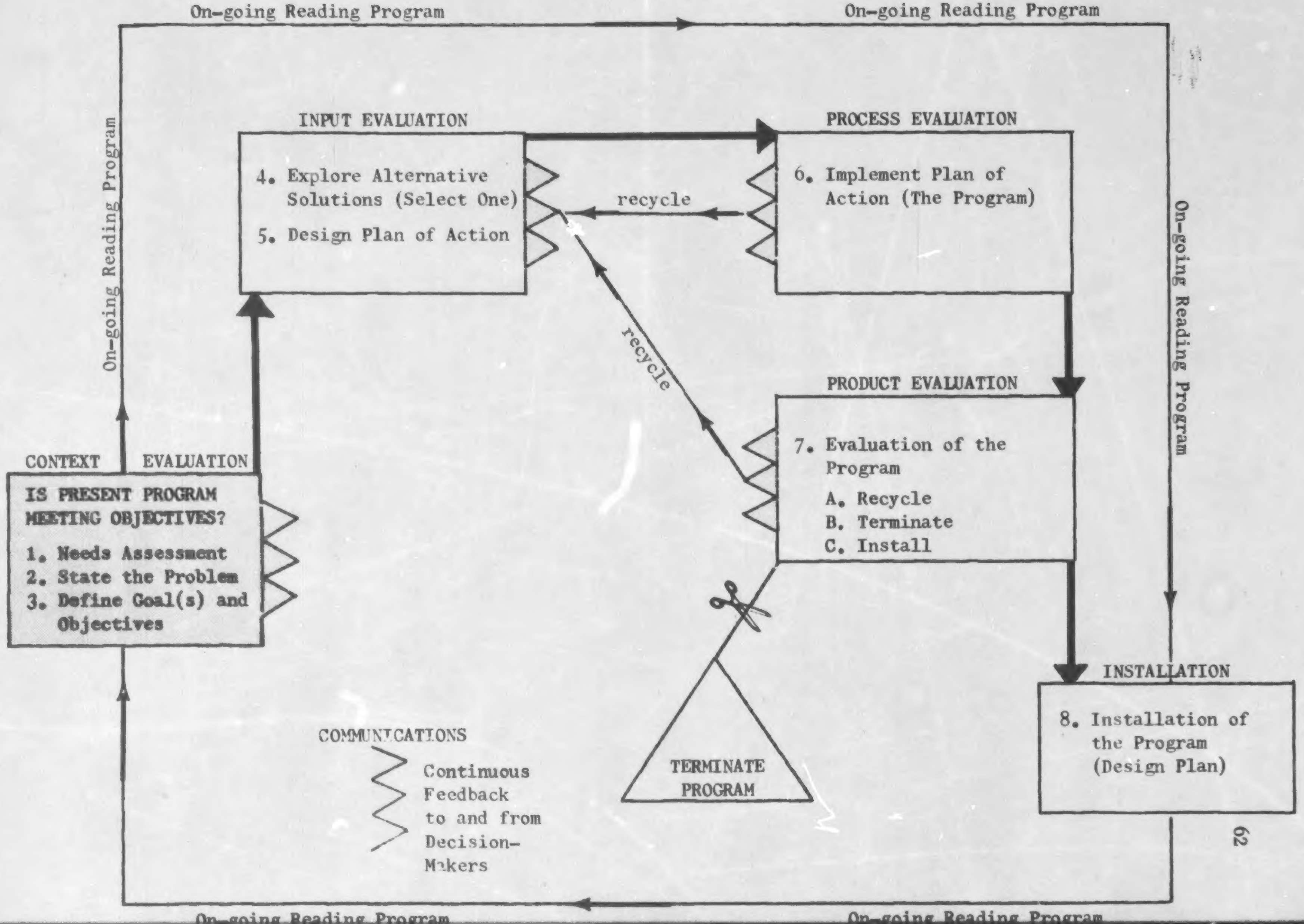

Student
Criterion Reference Testing
Word Recognition
Comprehension
Study Skills
Pre-Test
Student Completes Zone of Mastery Chart
Less than 80% is below Zone of Mastery
80% or higher Zone of Mastery
Terminate Prescriptive Program
Instruct/Reenforce
Two Weeks
Classroom Teacher
Volunteer Personnel
Materials Matched to Students' Learning Style
Post-Test
Student Completes Zone of Mastery Chart
80% or Higher
Less than 80%
Terminate Prescriptive Program
Recycle Through Prescriptive Program

THE INSERVICE SYSTEMS APPROACH

Up to this point in the Right to Read Effort, three system approaches for planning and decision-making were being utilized in formulating the program at Village Park School. First, the "Right to Read Program Planning Procedures" booklet was provided for use by the U.S. Office of Education. Second, the reading coordinator incorporated "A Generic Planning Process" manual developed by the Pennsylvania Department of Education. Third, the CIPP Model (Context/Input/Process/Product) designed by Daniel Stufflebeam was the key for integrating the other two approaches into an operating system that could easily be understood.

While the Right to Read Staff was very much involved in decision-making through the first two systems, they were, indeed, unaware of the process. As of November they had not yet implemented the prescriptive program and were concerned over the amount of time it was taking to get the program off the ground. Their anxieties were reflected in comments such as, "We don't seem to be making much progress." Along with this concern, it should be noted that the first meeting between the Village Park Staff and the reading coordinator was highlighted with the question, "What's the program your going to have us carry out, Tom?" The response by the reading coordinator was, "I don't know, that's up to you!" It was evident their past involvement in programs was to carry out decisions already made, rather than being involved in the decision-making that

FIGURE 11
READING
EVALUATION MODEL


On-going Reading Program
On-going Reading Program
On-going Reading Program
On-going Reading Program
INPUT EVALUATION
4. Explore Alternative Solutions (Select One)
5. Design Plan of Action
PROCESS EVALUATION
6. Implement Plan of Action (The Program)
recycle
recycle
PRODUCT EVALUATION
7. Evaluation of the Program
A. Recycle
B. Terminate
C. Install
CONTEXT EVALUATION
IS PRESENT PROGRAM MEETING OBJECTIVES?
1. Needs Assessment
2. State the Problem
3. Define Goal(s) and Objectives
COMMUNICATIONS
Continuous Feedback to and from Decision-Makers
TERMINATE PROGRAM
INSTALLATION
8. Installation of the Program (Design Plan)
On-going Reading Program
On-going Reading Program

shaped the program.

By November it had become timely to pull together various aspects of each of the three system approaches and clearly delineate to staff the decision-making process as it applied to program planning and evaluation, where they were along the continuim, and where they were headed.

Figure 11 represents a combination of the three system approachs in relation to two factors. First, the On-going Reading Program around the perimeter of the model. Second, the Change System within the model!s perimeter.

Eight major activities are involved in the Change System as shown in Figure 12 below, and illustrated in Figure 11 on page sixty-two.

FIGURE 12

ACTIVITIES IN THE CHANGE SYSTEM
of the
Reading Evaluation Model

CIPP MODEL	RIGHT TO READ PROGRAM PLANNING PROCEDURES GENERIC PLANNING PROCESS
CONTEXT EVALUATION	1. Needs Assessment 2. Statement of the Problem 3. Define Goal(s) and Objectives
INPUT EVALUATION	4. Explore Alternative Solutions (Select One) 5. Design a Plan of Action
PROCESS EVALUATION	6. Implement Plan of Action (The Program)
PRODUCT EVALUATION	7. Evaluation of Program
INSTALLATION	8. Installation of Program (Design Plan)

Context Evaluation

The On-going Reading Program is constantly monitored through Context Evaluation (see filtered rectangle). If the Change System is to go into operation, it will **begin** at Context Evaluation.

This was the point at which the leadership staff became aware that there were unmet needs in the development of students' reading skills at fifth and sixth grades. Village Park staff were subsequently made aware of these unmet needs. After agreeing to participate in the Right to Read Effort, a needs assessment revealed the extent to which these unmet needs applied to the Village Park School in particular.

With the needs assessment providing an information base, the problem was recognized and stated in terms of providing some type of additional help for students reading below grade level. Objectives were then identified for the new instructional program.

It took a period of eight months, December 1974 through August 1975, to gather a dynamic baseline of information in order to formulate objectives. With regard to Pennsbury, this was the first time so many staff members were involved in assessing a program so thoroughly.

Input Evaluation

Returning to Figure 11, staff was apprised of the fact that as of November they were still operating in the Input Evaluation phase of the Change System. They had explored alternative solutions, selected from among them and made plans on how to utilize resources to meet newly stated objectives, (Figure 2, page 20). Decisions based upon Input

Evaluation led to a specification of scheduling, of activities and of procedures. A great amount of time will likely be spent on Input Evaluation, for the program to be implemented will only be a good as the design of the plans.

It was during the Input Evaluation phase that the Communication Models, Figures 13 and 14, were developed and presented to staff.

During each phase in the Change System, the reading coordinator, acting as the change agent and evaluator, would be delineating and providing information among many decision-makers. This interaction allowed for a continuing and updated broad-base of information from many sources and provided a means for keeping the wide range of decision-makers informed.

Schematically, interaction among the various decision-makers is shown in Figure 13. Figure 14 illustrates various methods which were used for delineating information needs and disseminating information provided.

Process Evaluation

The function of Process Evaluation is to implement the design plan which was determined as best for meeting the goals and objectives. The Communication System (⌇) in Process Evaluation provides important feedback data as to the effectiveness of the program and the effectiveness of the design plan. Continuous monitoring will uncover deficiencies that suggest recycling to the Input phase for restructuring of design plans, activities or evaluation procedures.

FIGURE 13
COMMUNICATION MODEL

Interfaces Between Change Agent and Decision Makers

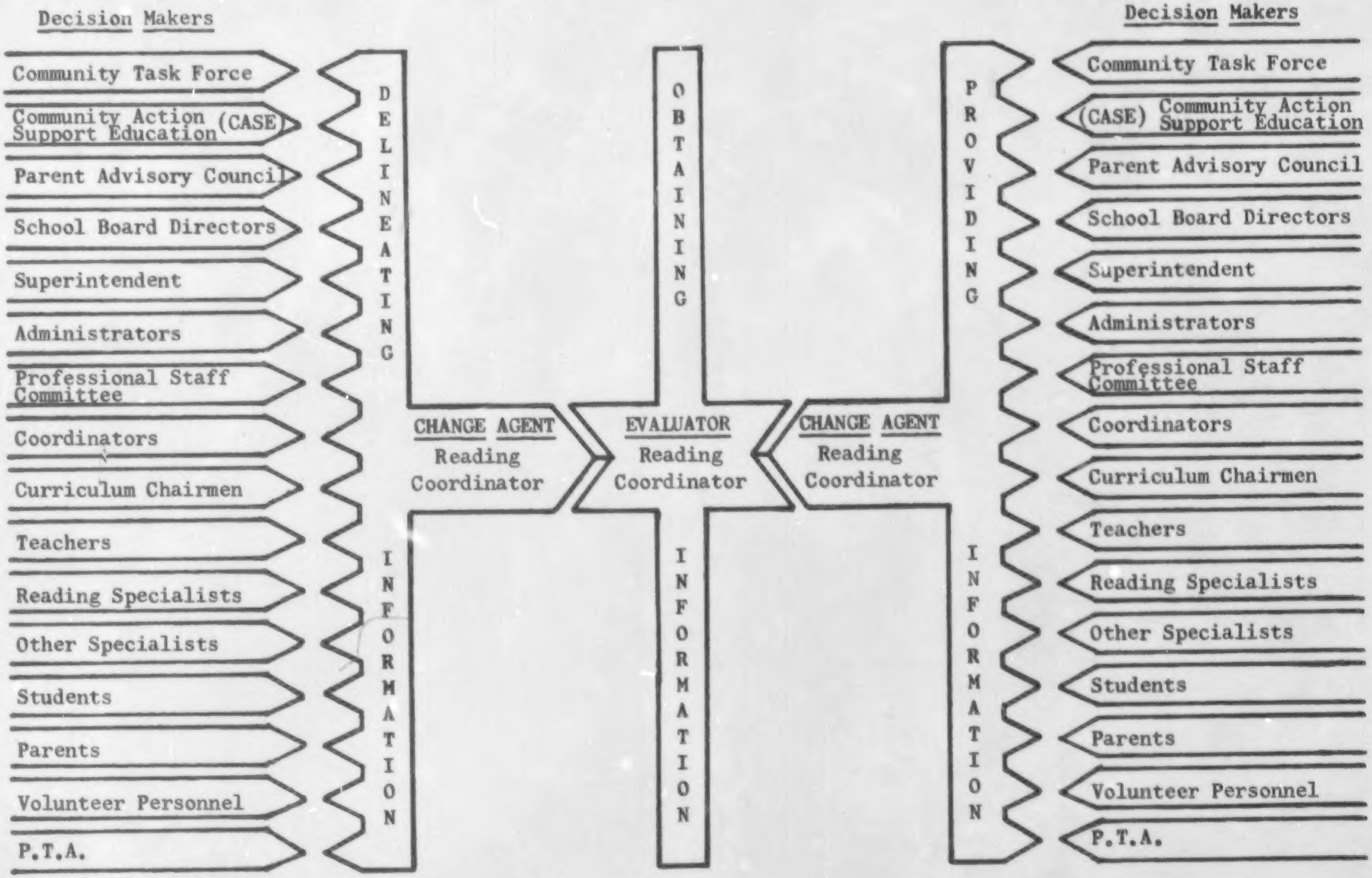
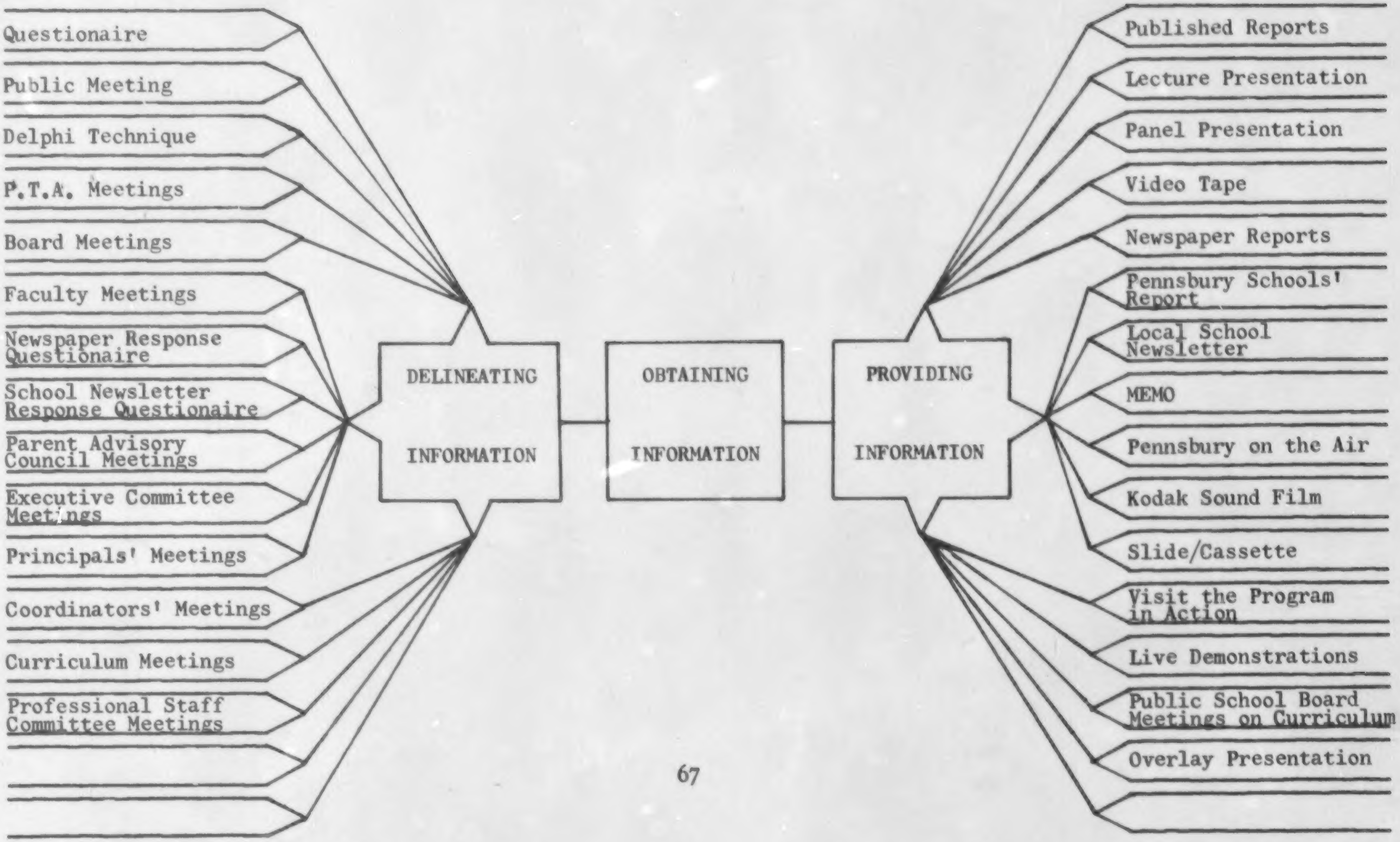

Decision Makers
Community Task Force
Community Action Support Education (CASE)
Parent Advisory Council
School Board Directors
Superintendent
Administrators
Professional Staff Committee
Coordinators
Curriculum Chairmen
Teachers
Reading Specialists
Other Specialists
Students
Parents
Volunteer Personnel
P.T.A.
DELINEATING INFORMATION
CHANGE AGENT
Reading Coordinator
OBTAINING INFORMATION
EVALUATOR
Reading Coordinator
CHANGE AGENT
Reading Coordinator
PROVIDING INFORMATION
Decision Makers
Community Task Force
(CASE) Community Action Support Education
Parent Advisory Council
School Board Directors
Superintendent
Administrators
Professional Staff Committee
Coordinators
Curriculum Chairmen
Teachers
Reading Specialists
Other Specialists
Students
Parents
Volunteer Personnel
P.T.A.

FIGURE 14
COMMUNICATION MODEL

Methods for Delineating and Providing Information


Questionaire
Public Meeting
Delphi Technique
P.T.A. Meetings
Board Meetings
Faculty Meetings
Newspaper Response Questionaire
School Newsletter Response Questionaire
Parent Advisory Council Meetings
Executive Committee Meetings
Principals' Meetings
Coordinators' Meetings
Curriculum Meetings
Professional Staff Committee Meetings
DELINEATING INFORMATION
OBTAINING INFORMATION
PROVIDING INFORMATION
Published Reports
Lecture Presentation
Panel Presentation
Video Tape
Newspaper Reports
Pennsbury Schools' Report
Local School Newsletter
MEMO
Pennsbury on the Air
Kodak Sound Film
Slide/Cassette
Visit the Program in Action
Live Demonstrations
Public School Board Meetings on Curriculum
Overlay Presentation

Product Evaluation

The function of Product Evaluation is to report the extent to which objectives were or were not achieved. The outcomes would result in three action steps. First, if the objectives were not achieved, it may be necessary to recycle to Input Evaluation to determine if the procedures were implemented as designed. Second, if the objectives were achieved, it is important to write up a description of the actual procedures that produced the outcomes. The new program can then be installed as part of the On-going Reading Program. Third, if the objectives were not achieved and the design procedures were carried out as planned, it could be determined that the program be terminated since it offered no viable improvement to the On-going Reading Program.

Installation

The Installation phase requires plans to be developed in order to operationalize the new program in other grades or schools where it can meet students' needs. After it is installed, Context Evaluation will systematically monitor the effectiveness of the new program within the total On-going Reading Program.

Exposure to this evaluation model was well received by staff. It provided a clear understanding of what had been accomplished to date, where the new program was presently, and where it was headed.

Figure 15 illustrates all the activities carried out by the Village Park staff during Input Evaluation.

FIGURE 15
INPUT EVALUATION
TIME LINE OF ACTIVITIES

VILLAGE PARK SCHOOL ACTIVITIES MAY 1974 thru DECEMBER 1974	1973					1974												1975					
	Jun	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Target School Selection										●													
Evaluative Instruments Selected													●										
Design of the Practicum														●									
Testing Program Scheduled														●									
Volunteers/Goals Developed														●									
Meetings Scheduled-Teachers/Counselor/Reading Specialist														●									
Equipment and Materials														●									
Budget															●								
Facilities															●								
Procedures and Scheduling																●							
Publicity																	●						
Organizational Scheme																	●						
The Inservice Systems Approach																●							

CHAPTER IV

PROCESS EVALUATION

PURPOSE OF THIS CHAPTER

The purpose of this chapter is to describe the outcomes of the prescriptive program with respect to activities that took place during the implementation of the program.

Did they or did they not function as designed?

Formal and informal feedback through the communication system allowed for continuous monitoring of activities during Process Evaluation and, in certain instances, restructured previously designed plans.

Evaluative Instruments Selected

The only recommendation made for change of an evaluative instrument was with the Volunteer Interview. A written objective instrument was also recommended for volunteer evaluation of the program. This would allow time for the volunteer to carefully think through his/her observations about the program, as well as his/her performance in the program. The Volunteer Interview should still be scheduled, but with emphasis on reflections concerning the objective instrument.

Design of the Practicum

No recommendation was made concerning the design of the practicum.

Testing Program Scheduled

While no recommendations were made for changing target dates for testing, staff made one recommendation for additional testing.

It was recommended that the CRPT Attitudes Test be administered during January or February when the program is in full swing and student interest is peaked.

Volunteer/Goals Developed

Three volunteers were in-serviced during January. Initially, their services were utilized in marking tests, record keeping, and observing lessons conducted by staff. Eventually, students were scheduled for skill reenforcement.

The only recommendation concerning volunteer personnel was, when the program is recommended for use in other grades and schools, that the use of volunteer personnel should not be mandated.

Meetings Scheduled-Teachers/Counselor/Reading Specialist

Release time meetings between teachers, counselor, and reading specialist were conducted during October.

During these sessions each child was discussed in relation to present needs and program prognosis. Equipment, material and personnel resources were matched to each student's learning style.

Staff observed that some students would profit from interaction with volunteer personnel and others from peer-peer interaction. A number of students were scheduled for interaction with the guidance counselor and/or the reading specialist. Some students were considered to be capable of working independently through individualized learning activities.

In addition to continuing in the basal reader program, students were appropriately matched to hardware programs such as System 80, Reader's Digest Audio Lessons and Controlled Readers. Software programs ranged from King Comic Books to high-interest/low-vocabulary paperback programs from Xerox and Scholastic companies. Monster games and drag racing games were available to reenforce word recognition skills, while the game of Re-Com dealt with comprehension skill development.

Staff reaction to these meetings was extremely favorable. Teachers stated that they were reacting differently toward students in the classroom throughout the school day. In addition, they felt more confident in recommending students for resource help through the counselor, the reading specialist and other team members. Communication was greatly improved among these staff members. No recommendation for change was made concerning this activity.

Equipment and Materials

Hardware equipment was commercially rented, and locally borrowed from Title I. A variety of software materials were purchased following teacher recommendation. No recommendation for changing this activity was forthcoming.

Budget

Money was appropriated throughout the year for every request for materials. No recommendation was made for changing this activity.

Facilities

Ample room was always available for subgrouping students for reenforcement of skills. Room for volunteer personnel to carry on clerical duties was equally available. No recommendation was made for changing this activity.

Procedures and Scheduling

There are three parts to the organizational scheme: Pre-test, Instruct/Reenforce, and Post-test. No recommendation for change was made concerning post-testing. Recommendations were made for changing pre-testing and grouping for instruction.

With respect to pre-testing, the Wisconsin Criterion Testing strategy was altered. Initially, target students were evaluated on the Level "B" test. This test includes a variety of subtests. For example; consonants, vowels, syllabication, etc. Staff felt it would be expedient to cluster Level "B", "C" and "D" tests according to consonants only and vowels only, etc. Target students would then be evaluated by levels of difficulty on all the consonants, then all the vowels, etc. This decision proved worthwhile, but delayed the implementation of the instructional phase of the prescriptive program.

The change in grouping came about after trialing three types of subgrouping programs; cross-age, within the grade level, and within each class. Of the three scheduled programs, staff felt that subgrouping within each class was most practical. Students who did not match-up with a group within the class would be subgrouped in another class at the fifth or sixth grade level. Staff sensed that minimum rather than maximum movement made scheduling of subgroups more efficient for teacher instruction and reenforcement with volunteer personnel.

Summarizing, the recommendations for change or additions resulting from Process Evaluation were:

1. Objective Test Needed for Volunteer Personnel
2. Attitudes Test to Be Administered During Mid-Year
3. Do Not Mandate Use of Volunteer Personnel
4. Cull Similar Skills from Each Level of the Wisconsin Test
5. Subgrouping for Instruction and Reenforcement Should Take Place Within Each Classroom

Figure 16 illustrates the activities carried out during Process Evaluation.

FIGURE 16
PROCESS EVALUATION
TIME LINE OF ACTIVITIES

ACTIVITIES	1973					1974												1975					
September 1974 thru June 1975	Jun	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Evaluation - Product														●								●	●
Evaluation - Process															●	●	●	●	●	●	●	●	
Meetings - Teachers/Counselor Reading Specialist															●								
Teacher Workshop Training for Use of Volunteer Personnel																	●	●					
Volunteer Workshop Training																		●					
Prescriptive Program Pre-test/Instruct/Post-test																●	●	●	●	●	●	●	
Communication Feedback Workshops - Bi-Monthly														●	●	●	●	●	●	●	●	●	●
School Board Presentation and News Release																		●					
Presentation to Administrative Groups, and District Staff & Commty.																		●	●	●			
Visits by Superintendent and Assistant Superintendent																				●	●		

CHAPTER V

PRODUCT EVALUATION

PURPOSE OF THE CHAPTER

The purpose of this chapter is to assess whether the objectives have been achieved and whether program should be recycled, terminated, or installed. This assessment is conducted through Product Evaluation at the end of the program cycle.

To provide continuity, each objective will be stated, indication made as to whether it was achieved, and if so, supportive back up will be provided.

Where an objective was only partially achieved or staff felt something further should be carried out, comments will be made under the heading "Unmet Needs". In addition, conclusions are drawn as they are applicable to each objective.

In summary, the following format will be adhered to throughout this chapter.

Statement of the Objective
Objective Achieved: (supportive data)
Unmet Needs
Conclusions

Objective # 1

Teachers will conduct a Needs Assessment by analyzing students' performance, the present reading program, resources available, and rank order those areas needing improvement.

Objective Achieved: as indicated by the Needs Assessment Summary form. (See Appendix M)

Objective # 2

Teachers will select evaluation instruments: for assessing students' pre-post reading achievement over a year, for assessing specific strengths and weaknesses throughout the year, and for assessing students' pre-post attitudes toward reading over a year.

Objective Achieved: as indicated in Figure 5, page 49 of this practicum.

Objective # 3

Teachers will assess fifth and sixth grade students' reading skills and attitudes through use of testing instruments.

Objective Achieved: as indicated by test results discussed under Objectives 11, 12 and 13.

Objective # 4

Teachers will list terminal goals and objectives for students identified as reading below grade level.

Objective Achieved: as indicated by written goals and objectives on pages 18, 21, 22, 23 and 24.

Objective # 5

Teachers will identify materials, in-school resources and community resources that can be appropriately orchestrated to develop students' reading skills.

Objective Achieved: as indicated by Appendix S, the form for listing materials used in the program, and by Figure 2, page 20, Resource Pool of the Pennsbury School District.

Conclusion: The materials' listing is open-ended and is meant to have additional items placed on it as new materials are marketed and found useful for developing students' reading skills.

Objective # 6

Teachers will specify in writing, the goals for volunteer personnel with regard to the prescriptive reading program.

Objective Achieved: as indicated by the goals for volunteer personnel listed on page 52.

Conclusion: The utilization of volunteer personnel at Village Park School was instrumental in the Superintendent forming a committee to recruit volunteer personnel district wide. Appendix U, Volunteers in Pennsbury recruiting booklet, represents completion of one aspect of the work of this committee since its inception in November, 1975. The committee is represented by community, administrative, teacher, and volunteer personnel. Volunteer personnel at the Village Park School have provided input and agreed to be photographed in action for newspaper publicity and a slide presentation.

Unmet Need: In order to coordinate the work of the various decision-makers on the committee, a Time Constraint Chart was developed by the reading coordinator, (See Appendix V). When all activities have been achieved, a formalized procedure will have been designed to provide a step-by-step outline for implementing the volunteer program in other school buildings throughout the district.

Objective # 7

Reading coordinator and principal will recruit, interview, and select several volunteer personnel to work with teachers in reenforcing students' reading skill weaknesses.

Objective Achieved: as indicated by an agreement between Village Park School and Retired Senior Volunteer Program, (See Appendix W). See Appendix X for a news article in the Pennsbury Schools' Report.

Objective # 8

Volunteer personnel will support the Right to Read Effort by facilitating reenforcement of classroom instruction through direct small group contact using a variety of high interest-low vocabulary materials; also by carrying out clerical duties related to the prescriptive program.

Objective Achieved: as indicated by the MEMO to the superintendent on June 3, 1975, (See Appendix Y), and the Volunteer Interview.

Following the June 3rd MEMO and prior to school closing, the reading coordinator interviewed the volunteers. Representative responses concerning the program are indicated below.

General Comments

"I really enjoyed the program"
"I can see where the teachers need help"
"There's a lot more to teaching than you think"
"May I come back next year?"
"There's a lot to learn"
"The mastery chart gives me some idea of how I'm helping children"
"Watching the teachers teach some lessons was most helpful"
"It's a nice change from secretarial work"
"What do you do for the child who doesn't want to do the work somedays?"

Unmet Need: A written objective evaluation instrument is presently being developed for use with volunteer personnel in Product Evaluation. Target Date for Completion: April, 1976.

Objective # 9

Teachers will implement the prescriptive program by scheduling students and volunteer personnel, and provide feedback to determine if procedures are operant as intended.

Objective Achieved: as indicated by the variety of data in this practicum, and the March 20, 1975 MEMO from the Superintendent. (See Appendix Z)

Objective # 10

Community, parents and staff will accept the Right to Read Effort as a viable alternative to improving students' reading skills; demonstrated by a willingness to read and listen to progress reports.

Objective Achieved: as indicated by publicity disseminated through a variety of media and methods. (See Appendixes H, K, X and Z.1)

At no time during the entire Right to Read Effort was there negative feedback concerning the program. Indeed, after an update presentation at one of the School Board meetings, a response during audience question and comment period reflected many similar comments: "It sounds like something really positive is happening for our children here in Pennsbury."

Objective # 11

Students will demonstrate acceptable to positive attitudes toward reading by achieving a raw score of 91 or higher on the Compensatory Reading Program Attitudes Test, and a mean score above 66 on the Cooperative Research for Schools' Attitudes Test.

Objective Achieved: as indicated by test results shown below. See back side of Appendix O for a sample page of the CRPT test.

Outcomes: For interpretation of Figure 17 on page 81, it is important to understand the meaning of the following terms: negative attitudes, zone of acceptability, and positive attitudes. Please refer to the Definition of Terms in Chapter I.

FIGURE 17

ATTITUDES TEST RESULTS
(CRPT)

	Negative Attitudes	Zone of Acceptability			Positive Attitudes
		Low	Average	High	
PRE TEST	3 (6%)	2 (4%)	26 (54%)	9 (19%)	8 (17%)
		-----(77%)-----			
POST TEST	1 (2%)	5 (10%)	25 (52%)	9 (19%)	8 (17%)
		-----(81%)-----			
	45 - 90	91 - 100	101-125	126-135	136-180

Of 48 students evaluated for attitudes toward reading, test results show an overall gain.

In the area of positive attitudes there was no gain. Seventeen percent of the students reflected positive attitudes on the pre and post tests.

In the area of acceptable attitudes toward reading, gains are indicated. On the pre-test, 77% of the students reflected acceptable attitudes toward reading, and on the post-test 81% demonstrated acceptable attitudes.

In the area of negative attitudes, pre-test scores showed 6% of the students had negative attitudes about reading, and on the post-test only 2% reflected negative attitudes.

Conclusion: Inasmuch as it would be inconclusive to attempt to specifically validate why gains in students' attitudes occurred, it is suggested that the mix of new learning opportunities made available to target students had some direct influence on the outcomes.

Improved teacher insight toward students' personalities through the Coopersmith Self Esteem Inventory, counseling of students and teachers, teacher utilization of volunteer personnel, student self-evaluation chart, and the positive results of the Teachers' Value Assessment Scale reflect a situation that is conducive to a learning environment that delimits negative attitudes toward school and learning.

Despite an incomplete grasp on specifics, it may be concluded that while gains in students' attitudes may not appear significant, indeed, they did not regress.

FIGURE 18

ATTITUDES TEST RESULTS
(CREWS)

POPULATION - Sixth Grade # STUDENTS - 30	Midpoint of Scale on Attitudes Test	Pennsburys' Midpoint	Conclusion
	66	73	Positive Attitudes
	Mean for All Right to Read Sixth Grades in Pennsylvania	Pennsburys' Mean Score	Conclusion
	75.5	74.16	No Significant Difference at .05 level

The State Department of Education required the administration of the CREWS Attitudes Test for product evaluation in one Right to Read school. Sixth grade target students were involved in taking this test. Pennsbury's scores were compared to the midpoint of the test and the mean score of all sixth grade Right to Read districts across the state of Pennsylvania.

The data in Figure 18 was compiled with the assistance of the research director at the Pennsylvania Regional Resource Center for Special Education.

Objective Achieved: Based upon a neutral response for all 22 statements on a scale of 1 to 5, the midpoint of the test is 66. Pennsbury's midpoint of 73 is interpreted by CREWS as reflecting positive attitudes toward reading.

Pennsbury's midpoint of 73 achieved the objective of reflecting positive student attitudes based on a score above the test's midpoint of 66.

Conclusion: When comparing the midpoints, target students' attitudes in Pennsbury may be considered positive toward reading.

Comparison of Pennsbury's mean score of 74.16 with the mean score of all the districts show no significant difference at the .05 level. Therefore, the attitudes of Pennsbury's target students are no better or no worse than the attitudes of the norm group.

Objective # 12

Indicated by pre-post criterion reference reading tests, students will demonstrate mastery of their word recognition skills by scoring within the "Zone of Mastery" (80% or higher).

Objective Achieved: as indicated by the following data with regard to the bi-monthly pre-instruct-post test prescriptive program.

FIGURE 19

CRITERION REFERENCE TEST RESULTS
(WISCONSIN)

	# of different reading skill tests administered	11
Pre-Test	# of students scoring below the Zone of Mastery	64
Post-Test	# of students scoring within the Zone of Mastery after two week instructional periods	63

The prescriptive program involved the evaluation of students in eleven word recognition skill areas.

1. Beginning Consonant Sounds
2. Consonant Blends
3. Consonant Blends
4. Three Letter Consonant Blends
5. Short Vowels
6. Long Vowels
7. Two Vowels - Separate
8. Two Vowels - Together
9. Final Vowel
10. Middle Vowel
11. Consonants and Variants

On the pre-tests, sixty-four students scored below the Zone of Mastery. (See Zone of Mastery Chart for Student Self Evaluation - Appendix Q) After two-week instructional periods, 63 students achieved within the Zone of Mastery on each post test.

Conclusion: This objective was almost one hundred percent successful. Students deficient in specific skills had the opportunity to gird up those areas because of teacher committment beyond the regular developmental reading program.

Unmet Need: No attempt was made to measure long range retention of students' skills as a result of the prescriptive program. In other words, if tested again eight weeks after instruction, would students still be scoring within the Zone of Mastery? No target date has been established to assess this need.

Objective # 13

With regard to reading comprehension, students' ratio of learning will be equal to or greater than their ratio of learning during previous years; as indicated by normative pre-post testing data.

Objective Achieved: as indicated by test results listed below.

Fifty students in fifth and sixth grade from the Village Park School participated in the Right to Read prescriptive program. Based upon pre-post grade equivalent scores from the Metropolitan Reading Comprehension Test, the performance of students is presented in summary form in Figure 20.

FIGURE 20

VILLAGE PARK STUDENTS PARTICIPATING IN THE PRESCRIPTIVE PROGRAM

		LEARNING RATIO		
Grades	Number of Students	Greater than Equal to Less than	Student Breakdown	% of Students
5th & 6th	50	Greater than	31	68%
		Equal to	3	
		Less than	16	32%

Figure 20 shows 68% of the students participating in the prescriptive program possessed a learning ratio during 1974-75 equal to or greater than their learning ratio for previous school years. Thirty-two percent of the students grew less during 1974-75 than during previous years.

Although it is not the purpose of this practicum to set up a true experimental design, because of the nature of the testing program it is possible to look at two other groups of fifth and sixth grade students who were administered the Metropolitan Reading Test.

Figure 21 reports on 30 students in fifth and sixth grade at Village Park School who did not participate in the prescriptive program. These students were previously identified as reading below grade level.

FIGURE 21

VILLAGE PARK STUDENTS NOT PARTICIPATING IN THE PRESCRIPTIVE PROGRAM

Grades	Number of Students	LEARNING RATIO Greater than Equal to Less than	Student Breakdown	% of Students
5th & 6th	30	Greater than	14	50%
		Equal to	1	
		Less than	15	50%

Of the thirty students who did not participate in the prescriptive program, 50% possessed a learning ratio during 1974-75 equal to or greater than their learning ratio for previous school years. The other fifty percent of the students grew less during 1974-75 than during previous school years.

Figure 22 reports on 48 students reading below grade level in the fifth and sixth grades at Penn Valley School. They did not participate in a prescriptive program. Like Village Park School, Penn Valley is a target school which services a high concentration of economically disadvantaged homes.

FIGURE 22

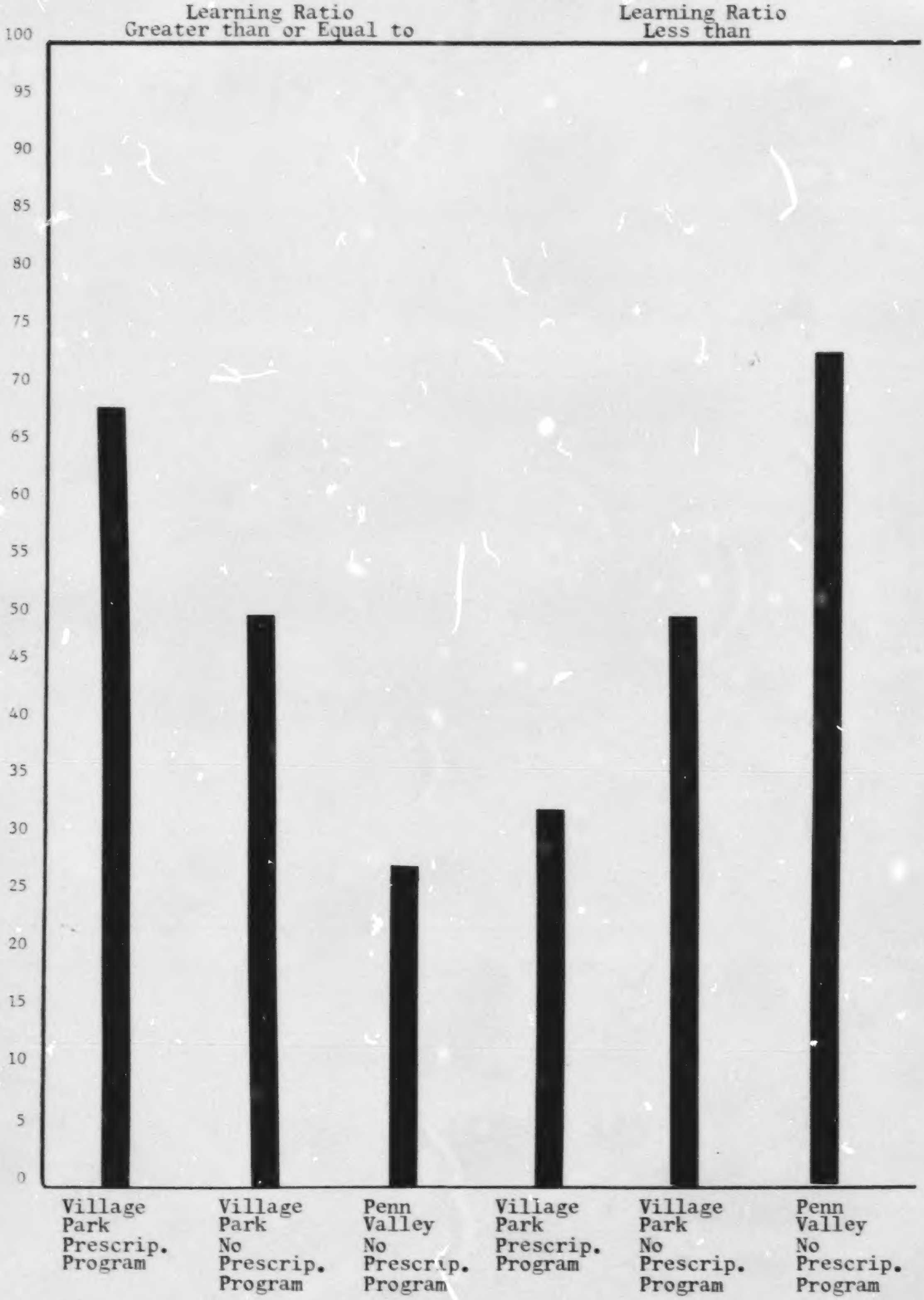
PENN VALLEY STUDENTS NOT PARTICIPATING IN A PRESCRIPTIVE PROGRAM

Grades	Number of Students	LEARNING RATIO Greater than Equal to Less than	Student Breakdown	% of Students
5th & 6th	48	Greater than	12	27%
		Equal to	1	
		Less than	35	73%

Of the 48 students at Penn Valley, 27% possessed a learning ratio during 1974-75 equal to or greater than their own learning ratio for previous school years. Seventy three percent of the students grew less during the 1974-75 school year than during previous years.

Figure 23, page 88, graphically shows a comparison of the three groups of students in relation to their ratio of learning during the 1974-75 school year.

FIGURE 23
RATIO OF LEARNING COMPARISONS



When considering the downward trend of reading scores after fourth grade, in Pennsbury and nationally, the two groups of students who did not receive additional help in reading and counseling reflected this trend. Indeed, more students in these groups, 50 and 73 percent, grew less during the 1974-75 school year than during previous years. Of the students exposed to the prescriptive program, only 32% grew less during the 1974-75 school year.

Conversely, 68% of the students in the prescriptive program showed a ratio of learning greater than or equal to their own ratio of learning for previous years. For those groups not participating in a prescriptive program, the percentages drop to 50 and 27 percent who reflected gains greater than or equal to their ratio of learning during previous years.

Conclusions:

Results of the Metropoliton Reading Comprehension Test show that the prescriptive program, in addition to the regular developmental reading program, maintained and improved the learning ratio of the majority of fifth and sixth grade students throughout the course of one school year.

The results of process evaluation, where 63 of 64 students achieved within the Zone of Mastery after instruction, indicate a maintenance of skills with periodic feedback has a positive affect on students' ratio of learning.

Counseling of students would appear to have another positive affect. A study by Lawrence concluded, "At the end of a six month period, the children being counseled showed a greater improvement in reading attainment than all other groups."[46]

Specifically, it would be difficult to point to only one factor that helped students achieve a ratio of learning equal to or greater than in previous years. It appears that a prescriptive program, in which is clustered a mix of additional skill help, volunteer personnel, self evaluation charts, a variety of materials, counseling, and teacher involvement in shaping the program, represents a combination of factors that can make a difference in students achieving a higher ratio of learning than students who did not participate in such a program.

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[46] Denis Lawrence, An Experimental Investigation into the Effects of Counselling Retarded Readers, New Horizons in Reading, ed. John E. Merritt (Newark: International Reading Association, 1976), p. 435.

Objective # 14

Teachers will show change in their values concerning: needs assessment, diagnosis of reading skills, prescriptive teaching, utilization of volunteer personnel, decision making, and inservice workshops; as indicated by mean gains on a pre-post evaluation scale.

Objective Achieved: as indicated by information listed below and on the following pages. (See Appendix Z.2 for Sample of Test)

FIGURE 24
NEEDS ASSESSMENT
Questions 1-3

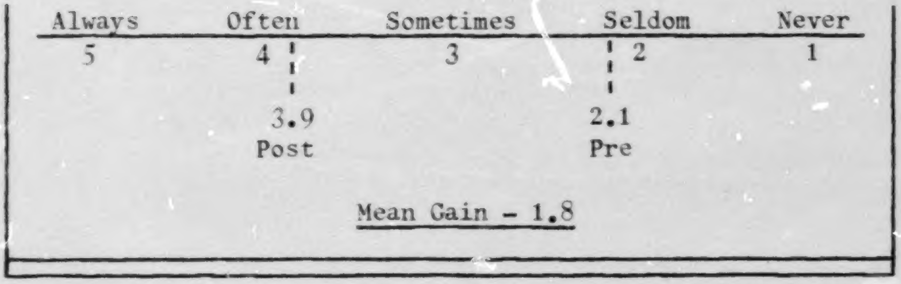

Figure 24 illuminates the teaching staffs' awareness of the value of a needs assessment with respect to utilizing children's needs and program needs as aids in formulating goals and objectives.

A mean gain of 1.8 in this area indicates that the inservice systems approach resulted in staff becoming very much aware of the value of needs assessment for formulating goals and objectives, and for providing students with individual learning opportunities.

FIGURE 25
DECISION MAKING
Questions 4-9

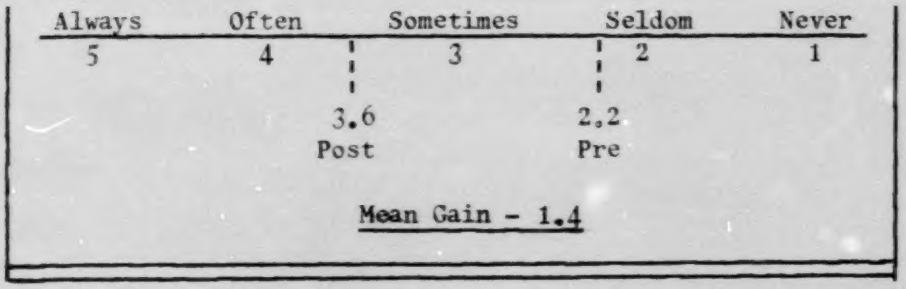

Figure 25 shows staffs' feelings with regard to their involvement in curriculum; specifically, in selection of testing instruments and materials, the scheduling of program, and managing of available resources.

A mean gain of 1.4 in this area shows that the inservice systems approach resulted in teachers feeling they were more involved in evaluation of instructional alternatives than they had been in the past. The idea of teachers managing their own resources nurtured their expertise and promoted their dignity and self-worth. This ultimately results in having a positive affect on children's learning.

FIGURE 26
DIAGNOSIS
Questions 10-14

Always	Often	Sometimes	Seldom	Never
5	4	3	2	1

3.6 Post

2.6 Pre

Mean Gain - 1.0

Figure 26 represents staffs' knowledge of testing instruments used for process evaluation in the assessment of cognitive and affective domains.

A mean gain of 1.0 indicates that the inservice systems approach improved staffs' knowledge of testing instruments. In addition, staff became much more aware of the importance of diagnosis for establishing objectives and meeting individual needs of students in the cognitive and affective domains.

FIGURE 27
VOLUNTEER PERSONNEL
Questions 15-17

Always	Often	Sometimes	Seldom	Never
5	4	3	2	1

3.7 Post

2.9 Pre

Mean Gain - 0.8

Figure 27 reveals the staffs' awareness of the role volunteer personnel can play in assisting teachers and affecting children's attitudes. It further reflects teachers confidence in utilizing the services of volunteer personnel.

A mean gain of 0.8 indicates that teachers were reasonably informed of the importance of volunteer personnel. However, teacher confidence in utilizing volunteers, Question 17, was greatly improved as a result of the inservice systems approach. In this item alone, there was a mean gain of 1.5 (2.4 to 3.9). In other words, prior to involvement in the prescriptive program teachers were seldom confident of utilizing volunteers. After involvement, they became very confident.

FIGURE 28
PERFORMANCE OBJECTIVES
Questions 18-19

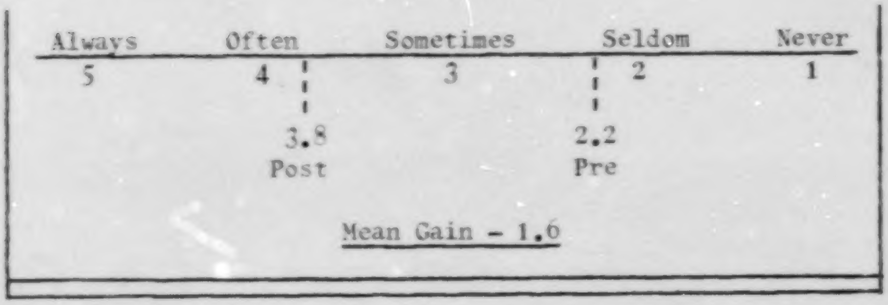

Figure 28 depicts action on the part of staff with respect to teaching by objectives and measuring the outcomes.

A mean gain of 1.6 suggests that more diagnostic teaching is taking place within the classroom. Prior to this inservice program, teachers seldom formulated or measured specific skill objectives for each student. As a result of the program, they often teach by objectives and measure the performance.

FIGURE 29
STUDENT SELF EVALUATION
Questions 20-21

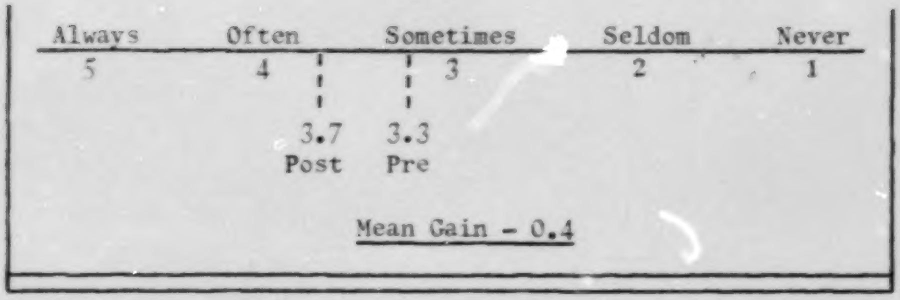

Figure 29 illustrates the extent to which staff kept students informed of their progress and involved them in self evaluation.

A mean gain of 0.4 suggests that staff felt they had indeed been doing an adequate job in this area. However, growth still occurred as a result of involvement in this program.

FIGURE 30
IN-SCHOOL INSERVICE WORKSHOPS
Questions 22-23

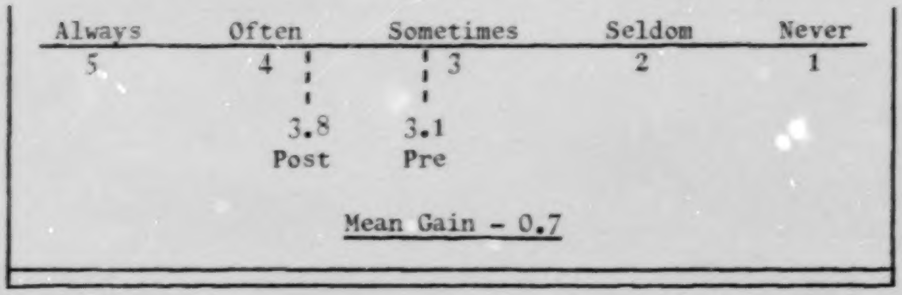

Figure 30 represents staffs' values concerning in-school inservice workshops vs. centrally located evening inservice workshops.

A mean gain of 0.7 suggests that staff has a preference for in-school inservice workshops. The gain shown here may reflect the fact that the inservice program was staged around the genuine needs of the staff. It is interesting to note the results of Question 23. A mean score of 3.1 shows that, prior to participating in the Right to Read, teachers had felt in-school inservice was more valuable. After participating in Right to Read, a mean gain of 0.8 shows their values concerning this type inservice is now very strong.

FIGURE 31
PRESCRIPTIVE PROGRAM
Questions 24-25

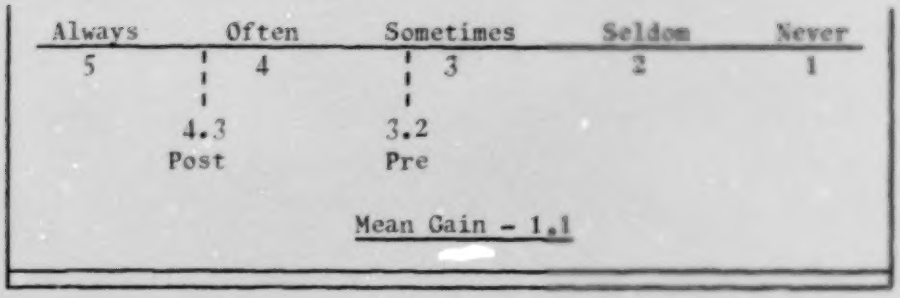

Figure 31 provides data on teachers' awareness of the importance of a prescriptive program and action in providing such a program.

A mean gain of 1.1 in this area indicates teachers became strongly aware of the importance of a prescriptive program and are committed to conducting a prescriptive program for their students.

Figure 32 summarizes the outcomes of the sub-areas evaluated by the Introspective Values Assessment Instrument.

FIGURE 32
INTROSPECTIVE VALUES ASSESSMENT

AREAS ASSESSED	*PRE-MEAN	*POST-MEAN	MEAN GAIN
Needs Assessment	2.1	3.9	+ 1.8
Decision Making	2.2	3.6	+ 1.4
Diagnosis	2.6	3.6	+ 1.0
Volunteer Personnel	2.9	3.7	+ 0.8
Performance Objectives	2.2	3.8	+ 1.6
Student Self Evaluation	3.3	3.7	+ 0.4
In-school Inservice	3.1	3.8	+ 0.7
Prescriptive Program	3.2	4.3	+ 1.1

*PRE-MEAN - teachers' values of each area prior to participating in the Inservice Systems Approach (Right to Read)

*POST-MEAN- teachers' values of each area after participating in the Inservice Systems Approach (Right to Read)

Conclusions:

Results of all sub-areas on the teacher introspective values assessment reflect positive outcomes.

Probably the most significant outcome is that the systems approach provided the forum through which teachers became the managers and were given the opportunity to deal with modifications in instruction.

While the ultimate objective of this program was to affect students' learning, an intermediate objective was the alteration of teachers' values and behaviors. The gains shown in students' skill development tied with positive modification in teachers' values, suggests that the idea of teachers managing their own resources for staff development and student achievement is a sound one.

Objective # 15

Coordinator of Reading will outline in easy to understand steps the systems approach used to generate the prescriptive program through in-school inservice.

Objective Achieved: as indicated by the booklet, "A Systems Approach for Generating Change in the Reading Program."

CHAPTER VI

DISCUSSION AND CONCLUSIONS

PURPOSE OF THIS CHAPTER

The purpose of this chapter is to discuss the outcomes of the practicum, and evaluate and make recommendations concerning those aspects that need to be considered for further refinement.

DISCUSSION

The Inservice Systems Approach

The formulation of a systems approach for evaluation of the reading program represented an important step toward developing a prescriptive program that was facilitated by staff members. The systems approach maximizes the involvement of staff members in shaping the curriculum and concomitantly requires an alteration in the administrator's style of managing his school.

In order to provide ease of understanding for school principals and other administrators, the booklet describing the systems approach limits the presentation to the major steps of program planning, schematically illustrates these steps and provides appropriate forms to utilize with various steps. In addition, the reading coordinator will present the systems approach to the administrative staff in conjunction with a description of the prescriptive program. Reducing the explanation of the systems approach from the theoretical to the pragmatic level represents an interim step for administrators in Pennsbury. As they use the systems approach to implement the prescriptive program in their respective schools, they will be better prepared to understand the greatly detailed Generic Planning Process which the Pennsylvania Department of Education requires all school districts to initiate and develop over the next three years, 1976 to 1978.

The Prescriptive Program

Evaluation Instruments. The instruments selected for use in the program resulted from an exhaustive review of a wide variety of evaluative techniques.

The Metropolitan Reading Comprehension Test was selected for product evaluation. It is a well normed instrument, easy to administer, easy to correct and is recommended for continuous use in the documentation of other programs.

The Wisconsin Criterion Reference Test was selected for process evaluation. It was found to be an easy instrument to administer, score and provide rapid feedback to staff and students. However, an array of new criterion tests have appeared on the market since the Wisconsin was adopted. A review of the new programs in relation to the Wisconsin seems only appropriate and is indeed recommended. The "Zone of Mastery" chart developed by staff for student feedback and self-evaluation was well received by both students and staff.

The CRPT Attitudes Test 4-6 was selected for product evaluation. To date, no other attitudes test has been reviewed that provides latitude with respect to student response. Other tests were forced response, yes-no type, and therefore limited interpretation of outcomes. A primary CRPT Test is available through Educational Testing Services and should be reviewed for use in the lower grades.

Inasmuch as the Parent Questionaire provided meaningful information, particularly for use at parent conference time, other instruments should be considered or developed in order to allow parents to periodically and objectively evaluate their child's reading and study habits at home. In other words, to what degree is the prescriptive program at school affecting the student's reading habits at home? If evaluated on a periodic basis, there is greater likelihood of enhancing parent concern and involvement.

The Coopersmith Self Esteem Inventory was extremely useful to staff for making concrete observations about students. It did away entirely with such global statements as, "He's an emotional problem." Staff had a better understanding of each student and felt more confident in collaborating with the guidance counselor.

While the Volunteer Interview technique served its purpose for the first year of the program, an objective evaluative instrument should be developed for volunteers to more fully assess the program and their role in it. This would allow time for reflection on various areas and likely result in a more constructive critique. The program as viewed by the volunteers is very important to its success.

The Introspective Values Assessment for teachers was designed to assess any modification in teacher values concerning eight specific aspects of the systems approach and the prescriptive program. The test was administered after the program cycle. This allowed staff to compare their perceptions prior to participation in the program to their perceptions after participation. Since the purpose of the test is to provide accurate and dependable data on teacher values concerning program, the questions were aligned closely with the objectives of the program. The test questions were administered to three reading specialists from other buildings who were familiar with the Right to Read Effort at Village Park. Recommendations from the specialists made the test more reliable and valid in that they clarified wording that could have been misinterpreted and recommended evaluation of an additional sub-area. When the test was administered to staff, they were advised to ask questions if something was not clear. The signing of their name was optional. No questions were asked and everyone signed their name. It is recommended that this instrument, with modifications as applied to each school, be administered to staff to assess if the systems approach is affecting staff as well as students.

Materials. For the prescriptive program to be successful, it is important that staff be provided the time to review and recommend materials for purchase. Staff at Village Park felt confident about using the new materials as they were involved in the selection and development of the materials necessary for the program.

It is important to keep in mind that a prescriptive program emphasizes single skill teaching. There is a plethora of material on the market that emphasizes single skill learning. It is strongly recommended that each school conduct a needs assessment to determine the availability of single skill materials. Without the materials to back up the criterion reference testing, there will be no productive prescriptive program.

Communications. The Board of Education, Parent Teacher Organization, Advisory Council of Elementary Parents, and the parents of the students were all very supportive of the program. At no time were there negative comments. It is important to keep lines of communication open and to disseminate information on the prescriptive program through as many communication methods as possible.

Student Attitudes. Although attitudes toward reading improved to a point where 98% of the group reflected acceptable to positive attitudes, gains did not appear significant. In view of this, staff recommended that the attitudes test be administered three times yearly; once during the middle of the program when students are fully involved. It was felt that end of the year testing of attitudes may not be as valid as the school year winds down. The recommended testing dates for attitudes was September, February and May.

Volunteer Personnel. Volunteer personnel worked extremely well within the program. Relieving staff of clerical duties provided additional learning opportunities for students from the teachers and volunteers.

As the volunteers adjusted to the program it became clear that a longer and more intense period of orientation would have helped make the transition somewhat smoother. In the future, as teachers request the use of volunteers, they should be more deeply involved in planning and conducting the orientation activities. This would provide for a cohesive relationship prior to actual involvement in the program.

Student Achievement. The results in the area of student achievement seem to indicate that the attention given to process objectives in the prescriptive program is associated with the level at which the product objectives were met.

During process evaluation, specific skill success on post criterion reference testing was achieved by 99% of the students. Some students were seen by the counselor individually and in groups. Other students received reenforcement of skills with the teacher only, a combination of the teacher and volunteer, and a few received instruction from the reading specialist. A variety of materials were matched to students' learning styles; Systems 80 programmed materials, monster and drag racing games for developing word attack skills, audio tapes, dittos and skill kits to name a few. At the end of the program cycle, product evaluation revealed the overall ratio of learning for the group exceeded their ratio of learning for previous years, and 68% of the group reflected a ratio of learning equal to or greater than their ratio during previous years.

As stated earlier in this report, it would be difficult to pinpoint one factor in process evaluation that helped students achieve a ratio of learning equal to or greater than their ratio during previous years. It appears that a prescriptive program, through which the teacher is provided the opportunity to orchestrate a mix of resources, represents a combination of factors that can make a difference in students achieving a higher ratio of learning.

One question remains unanswered, however. Why did 32% of the students achieve a ratio of learning less than in previous years? When compared to the other groups who were not in the prescriptive program, the 32% does not appear significant. Nevertheless, they represent the challenge. Do some students need more than two weeks of instruction in a basic skill? If these students were tested eight weeks later, would they still be performing within the zone of mastery? Is long range counselling for certain students? Are alternative programs outside the school necessary before these students can attend to mastering the skill of reading? These questions need to be answered as the prescriptive program is expanded and further refined.

Teachers' Values. In examining teachers' values, mean gain scores in the eight areas assessed suggest that the inservice program provided teachers the opportunity to acquire new personnel insights as they participated in their own intellectual growth.

Teachers and the principal felt that communication had improved among all segments: students, teachers, volunteers, resource staff and parents. Teachers felt they understood student problems better, could cope with them more effectively, reacted differently toward students in the classroom and generally had an increased attitude of concern and caring.

Bi-monthly workshop sessions were most helpful as teachers shaped and reshaped the program. These sessions contributed to staff morale by improving intercommunication and by facilitating each others growth with respect to specific instructional techniques and strategies.

Providing the inservice program within the local school was a major factor in nurturing the staffs professional development. They were meaningfully involved in thinking about the consequences of what they were doing and felt safe to critically judge themselves and their program.

CONCLUSIONS

The results of this practicum indicate that the utilization of an inservice systems approach has a potential for producing rather strong changes in the classroom behavior of teachers. Teachers exposed to the inservice systems approach were found to hold positive attitudes toward the prescriptive program for they now felt very involved in decisions that shaped the curriculum and procedures within which they had to work.

The changes taking place in teachers' attitudes and committments appeared to have a positive effect upon pupils' reading achievement and attitudes toward reading. In order that these effects can be more fully examined, further documentation of the program should be carried out as it is implemented in other schools.

Successful implementation in a variety of schools represents an important step toward improvement of reading instruction on a district-wide basis.

ADDENDUM

WHERE FROM HERE?

1975-76

The 1975-76 school year represents the third and final year of federal funding for the Right to Read Effort. There are two major goals to be accomplished this year with respect to the Right to Read Effort.

1. Develop district-wide awareness and support for the prescriptive program for the purpose of implementing it in all elementary schools by September, 1976.
2. Expand the Right to Read Effort into secondary schools by providing the leadership group, social studies and English chairmen, with a released time activity oriented workshop on reading in the content area.

In order to achieve these goals, specific objectives were delineated and can be found on pages 109 and 110.

Figure 33 presents target dates for the objectives.

Figure 34 summarizes the outcomes of objective number two.

Figure 35 reports on a sampling of written committments by social studies and English chairmen as part of their evaluation of the workshop with Dr. Irving Baker. (See also Appendix Z.3) As part of this evaluation, staff committed themselves to field test activities they learned during the three day workshop. These activities are presently being culled and reproduced on a special form. This form will be mailed back to each staff member on May 1st for the purpose of assessing follow-through on their committment to field test the activities and whether the activities were worthwhile.

For example: one teacher's committment

> "Get the classroom away from being teacher dominated and far more student dominated by grouping in triads and allow a give and take sort of dialogue to develop complete/concise use of vocabulary and to generate the thinking process."

___ I tried it, it was successful and would recommend it.

___ I tried it and it was not successful.

___ I did not get to try this activity.

Feedback from this evaluation will provide partial input for determining inservice activities during the 1976-77 school year.

1976-1977

As a result of all the preceding program efforts, two major goals appear on the horizon in the area of reading for the 1976-77 school year.

1. Implementation of the prescriptive program in all elementary and junior high schools.
2. Activity oriented workshops on teaching reading in the content areas for those staff members in social studies and English who were unable to attend Dr. Baker's workshop.

RELATED OUTCOMES

Inasmuch as the preceding sections of this practicum reported on outcomes directly related to objectives, there were several other outcomes that represented spin-off from the practicum effort.

Volunteer Program District-Wide

A formal effort to expand the volunteer program district-wide was underscored by the appointment of a task force in November 1975 representing community, administrative, teacher and volunteer personnel. The program is to include recruiting procedures (see Appendix U), an orientation program on slides and tape, and procedures for in-school orientation. (see Appendix V for target dates)

Budget for In-school Inservice

A three year budget increase for in-school inservice from zero dollars to $1,320, to $5200 during 1975-76 represents strong support for the change effort.

Although the overall budget for 1976-77 has been cut from $30,000 to $25,000, a budget of $5,000 has been appropriated to continue the prescriptive program throughout the district and to expand secondary inservice on reading in the content areas.

Validation of Program

The Pennsylvania Diffusion Panel believes that if a school district is interested in improving a program, it must review existing exemplary programs which have been judged effective. These exemplary programs are screened on the basis of program discription, behaviorally stated objectives, related specific activities, valid evaluation techniques, cost effectiveness and exportability.

With only one week notice, the practicum,"Inservice Systems Approach for Improving Reading Skills of Students Reading Below Grade Level", was submitted in February, 1976 to the Pennsylvania Department of Education for consideration as an exemplary program to be validated for diffusion throughout the state.

The program was approved by the Pennsylvania Diffusion Panel and notification was received on April 1, 1976. (see Appendix Z.5)

Long Range Planning

As a result of conducting action oriented philosophy on program evaluation techniques, the reading coordinator has been charged by the assistant superintendent to collaborate with the long range planning director to interpret the Generic Planning Process to chairmen of various committees.

OBJECTIVES
1975 - 1976

OBJECTIVE	ACTIVITIES	EVALUATION
1. Complete the third year of the Right to Read Effort at Village Park School with recommended refinements from input gathered during the previous school year.	1. Prescriptive program and all its functions.	1. Final product evaluation report to Board of Education on May 10, 1976 at a public meeting.
2. After attending an inservice workshop with Dr. Walter Powers, district reading specialists will demonstrate awareness, preference, or committment to a criterion reference prescriptive program as measured by an introspective values assessment.	2. One day released time workshop to be conducted at Village Park Elementary School.	2. Introspective Values Assessment
3. After a presentation of the prescriptive program as it evolved through the Inservice Systems Approach, principals will demonstrate committment to the program by providing administrative support for implementation in their schools in September, 1976. NOTE: The prescriptive program will also be presented to reading specialists and the parent advisory council.	3. Overlay presentation with handouts and complete report on objectives achieved in the prescriptive program, and concurrent explanation of the systems approach as described in the booklet, "A Systems Approach for Generating Change in the Reading Program."	3. Completion of the presentation along with administrators request to schedule the reading coordinator to speak with their faculties.

OBJECTIVES
1975 - 1976

OBJECTIVE	ACTIVITIES	EVALUATION
4. Faculty members will express committment to implement the prescriptive program after involvement in a presentation of the program.	4. Overlay presentation with complete report on objectives achieved. Sharing specific evaluative techniques, self evaluation forms and instructional techniques with staff.	4. Committment by staff members to implement the program in September, 1976.
5. After attending a Right to Read workshop with Dr. Irving Baker, English/social studies curriculum chairmen will demonstrate committment in writing to field-test techniques for teaching reading in their content area.	5. Three-day released time workshop, activity oriented with respect to teaching reading techniques through a variety of classroom organizational methods.	5. Immediately following the workshop, a written letter to the reading coordinator listing those activities each staff member will field-test. On May 1st, a follow-up response stating the extent to which they found the activity useful.

FIGURE 33
TIME CONSTRAINT CHART
READING

READING PROGRAM OBJECTIVES	1975					1976																	
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec						
Third Year—Right to Read Program Village Park School	●	●	●	●	●	●	●	●	●	●													
Right to Read Workshop—Secondary Content Areas—Soc. Studies/English							●																
Right to Read Workshop—Reading Specialists—Criterion Testing			●																				
Presentation of Prescriptive Program and Systems Approach to Principals								●															
Presentation of Prescriptive Program to Reading Specialists									●														
Presentation of Prescriptive Program to Parent Advisory Council									●														
Presentation of Prescriptive Program to School Faculties									●	●													
Final Report—Board of Education Public Meeting – Right to Read										●													
Implement Prescriptive Program—All Elementary and Junior High Schools														●	●								
Workshop—Secondary Content Areas English and Social Studies															●								

FIGURE 34
* INTROSPECTIVE VALUES ASSESSMENT
READING SPECIALISTS

Criterion Reference Prescriptive Reading Program

AREAS ASSESSED	PRE-MEAN	POST-MEAN	MEAN GAIN
Awareness of nation-wide emphasis on criterion testing	2.9	4.3	+ 1.2
Awareness of variety of criterion reading tests	2.3	3.8	+ 1.5
Awareness of the need to explore use of criterion testing and prescriptive program in Pennsbury	3.0	4.2	+ 1.2
Preference for data gathering in the area of criterion testing for use in the regular reading program	3.0	4.5	+ 1.5
Criterion reference testing and teacher effectiveness	3.2	4.3	+ 1.1
Committment to be involved in the implementation of a criterion reference prescriptive program	2.7	4.1	+ 1.4

*(See Appendix Z.4)

FIGURE 35
SECONDARY ENGLISH/SOCIAL STUDIES WORKSHOP
SAMPLING OF TEACHER COMMITTMENTS

* I was especially interested in trying the grouping techniques.

* Techniques I shall try are echo reading and DRA.

* I plan to increase the time spent in pre-reading.

* I intend to prepare assignments where students create endings to stories only half read to them.

* Make a concentrated effort to increase social studies vocabulary through frequent introduction of high intensity words using structural analysis and context clues.

* Try to find brief supplemental reading materials and read to class in effort to heighten interest.

* I will definitely try and make silent reading more effective through pre-reading group discussion.

* I plan to heighten interest by having students illustrate a portion of a short story they have read.

* I will definitely spend more time on developing motive questions for my students.

* Improvement of reading assignments by giving more meaningful assignments, more meaningful directions and spending greater time on evaluation and follow-up.

* I plan to become a better "questioner" by using the three levels (Herber) in future tests, book reports and oral discussion.

* An excellent suggestion which I'll try is that of requiring students to explain or defend their answers for an objective test.

* The geometric recall worksheet for expository work seems like a good idea to be tried with my students.

* I intend to teach students the SQ4R method of reading expository material.

* The mapping effect for reading could be turned into a pre-reading experience for the paragraph unit taught at Medill Baire.

CONCLUSIONS

It was the purpose of this practicum to implement an inservice systems approach for improving the reading skills of students reading below grade level at the Village Park School, and to utilize the approach to generate similar programs in other schools.

In order to realize such goals, administrators, acting as facilitators of change, must recognize that the key to the kind of teaching we seek lies as much in teachers' attitudes as in teachers' diagnostic abilities or in the program itself. With teachers' attitudes considered foremost in the mind of the change agent, efforts can then be undertaken to affect teacher understanding in the cognitive areas.

To judiciously foster positive attitudes and a sense of purpose and committment, teachers must participate in the development of a new program from its inception. This will go a long way to insuring the success of the program.

As change agents foresee staff becoming involved in new programs, it is important to keep in focus the valuing levels of awareness, preference, and committment, as they apply to an individual's assessment of whether a new program has worth.

These levels of valuing were nurtured daily during the effort to develop a prescriptive program at the Village Park School. They continue to be the modus operandi as the program is presented at the awareness level to principals and staff in other schools.

MAY 1 4 1976

APPENDIX

A

WORKSHOP EVALUATION QUESTIONNAIRE

WORKSHOP TOPIC: ______________________________

NAME: ______________________________________ (optional)

TEACHING LEVEL OR SUBJECT ______________________

DIRECTIONS: In order to provide workshops that contribute toward professional growth, program development, and teaching improvement, workshop planners and sponsors need evaluation and feedback from workshop participants. Please check and/or comment in response to all questions.

1. How would you rate the workshop consultant or director?

excellent ______
fair ______
poor ______

COMMENT:

2. To what degree was the workshop what you expected it to be?

entirely ______
partially ______
not at all ______

COMMENT:

3. To what degree were you directly involved in activities during the workshop?

extensively ______
occasionally ______
rarely ______
never ______

COMMENT:

4. To what extent do you believe you can apply workshop information or activities to your teaching?

extensively ______
occasionally ______
rarely ______
never ______

COMMENT:

5. In what category would you place the content or activities of the workshop?

educational theory ______
program development ______
teaching techniques ______
child growth and development ______

COMMENT:

6. In a brief comment, cite what you consider to have been the main strength of the workshop.

COMMENT:

7. In a brief comment, cite what you consider to have been the main weakness of the workshop.

COMMENT:

8. As a general evaluation, what rating would you give the workshop?

excellent ______
fair ______
poor ______

Stresses accountability

Reading consultant wants test scores made public

Schools should be made accountable for the reading levels their students attain through standardized testing, says Kenneth Wooden, a reading consultant and former teacher from Lower Makefield Township.

Wooden's stand on the reading issue is based on the fact that more than 20 per cent of students now in school suffer from significant reading problems. A more serious problem is one student in 20 will not be promoted due to reading deficiences.

The shame of America's reading programs, he says, is the high number of students who graduate from high school without being able to read on an adequate level.

Parents, he feels, have a right to make the schools accountable when they can't improve the reading abilities of the students they have been entrusted to teach.

Pennsbury Issue

The accountability issue was argued at a recent meeting of the Pennsbury School Board when several parents complained about consistently low reading and math scores on standardized tests.

"Those parents had every right to complain about the reading education their children were getting," claims Wooden. The district says the reading programs they have are good, yet the students in this particular school, Yardley Elementary, are reading poorly.

"Let's put the resources we have where they are needed and get the job done."

In order to improve the reading ability of all students, this educator advocates making reading standardized test scores public. In this way, he feels, the educators could be held accountable because they know the results of reading scores will be compared with others in the district.

"Most educators don't want to be made accountable through the release of test scores because of the poor reading abilities of the students they are supposed to be teaching.

"The public, however, has a right to know the results of such tests, grade by grade and school by school.

"If enough data is given to accompany the test scores, there should be no danger in publicizing them.

"Where this was done in Columbus, Ohio, the only people who were really upset were the real estate agents."

Political Question

Releasing the scores is also a political battle, Wooden points out.

Recently New Jersey Governor William Cahill decided to see how bad the reading problem was in his state. After the tests were given, the state teachers' association attempted to keep the public from seeing the results of the scores which would compare students school by school and district by district.

Camden citizens brought suit against the association charged that the results were covered by the state's right-to-know law.

The state Superior Court ruled in favor of the citizens and said any citizen has the right to know the results of reading tests.

Change Methods

The growing movement to make the results available will eventually change teaching methods, the educator feels.

"One problem in getting higher results is the lack of motivation on the students' part. Teachers say it isnt their fault a child isn't motivated to improve. I say it's the teacher's job to motivate the students.

"To this end teachers will need help in teaching reading. Most teachers have never had a reading course, and so many don't even know how to begin teaching their pupils who have severe reading problems.

"There is a teaching problem in reading instruction, and it isn't being acknowledged. We can't improve the standardized reading scores until we change the teachers."

OA-801 12-67

COMMONWEALTH OF PENNSYLVANIA

August 29, 1973

C

SENT TO ALL INTERMEDIATE UNIT EXECUTIVE DIRECTORS

SUBJECT: Right to Read Expansion

TO: Intermediate Unit Directors

FROM: David T. Chestnut
Right to Read Coordinator

The U.S.O.E. Right to Read Office has granted to Pennsylvania, as a Right to Read State, the amount of $188,000 to expand the existing project beyond the present ten Intermediate Units and twelve school sites. The grant notification reached this office, July 13. An explanation of the content of this memorandum was made at the August meeting of the Intermediate Unit Directors.

School districts which are selected to participate in the expansion should be able to demonstrate a pressing need to improve the reading program. In addition, the seven LEA Responsibilities, attached to this memorandum will be basic requirements for participation.

The first step then is for each Intermediate Unit to assist in the identification of two additional school districts willing to participate. Local Right to Read Directors should be named and the information returned to this office on or before September 17, 1973. Suggestions: Use the services of the Regional Task Force already established.

The person selected as Right to Read Director should be a present member of the staff, although not necessarily a reading supervisor or teacher. The Director will be in a position of leadership and will conduct future inservice training of the staff.

Local school districts will organize a task force which will include representatives of the community as well as the district staff and non-public schools.

The local Directors will participate in approximately 240 hours of inservice training during the period September 1973 to April 1974. Content of the training is planned to include: Reading Theory; Building Reading Curricula; Tutor Training (emphasis on adult education); Available Commercial Materials; Federal and State Funding; Systems Analysis and Application.

Directors Present at Orientation Meeting

I.U.		
19	Blue Ridge	Rose Marie Dobrosielski Box 367 New Milford, PA 18834
21	Allentown	Frieda L. Wahrmann 831 South 12th Street Allentown, PA 18103 Supervisor of Reading
21	Allentown	Mary Turczyn 2929 Tilghman Street Allentown, PA Elementary Principal
21	Parkland	[illegible]al Bollinger [illegible] Oak Tree Manor Wescosville, PA 18106 Director of Reading
21	Northwestern-Lehigh	Richard W. Miller R. D. 1 Breinigsville, PA Elementary Supervisor
21	East Penn	James Wagner 7 Fairway Lane Wescosville, PA Reading Supervisor
22	Centennial	Donald Sprole 315 N. 5th Street Perbasie, PA 18944 Reading Coordinator and Administrator
22	Pennsbury	Thomas Garberina 1922 Hansell Drive Cornwells Heights, PA 19020 Curriculum Corodinator - Reading
23	North Penn	Bertha M. Hirzel 120 Stony Way Norristown, PA
23	Upper Meion	Francis X. Luther 612 General Scott Road King of Prussia, PA 19406 Assistant Principal-Junior High

District Statement of Agreement

PENNSBURY SCHOOL DISTRICT
Name of School District

22
Intermediate Unit #

YARDLEY AVENUE
Address

FALLSINGTON, PA. 19054
City **Zip code**

CY-5-4131
Telephone Number

THOMAS J GARBERINA
Name of District Right to Read Director

CURRICULUM COORDINATOR-Reading and Basic Education
Position of District Right to Read Director

The Pennsbury school district wishes to participate in the Right to Read project. The district Right to Read director, named above, will be provided the authority to implement the LEA Plan of Action and will participate in 240 hours of state provided Right to Read training.

Expenses incurred by the LEA Right to Read director in attendance at training workshops will be paid by the Pennsylvania Department of Education.

x
Signature of Superintendent

Date December 21, 1973

RIGHT TO READ
TRAINING WORKSHOPS - SCHEDULE AND CALENDAR

Workshop Title	Coordinator	Dates	Motel Arrival	Motel Departure	Reserved Housing	Workshop Hours
Program Analysis	David Chestnut	Before Jan. 15	Individually scheduled in the regions.			24
Reading Theory	Robert Dobroski	January 21,22,23	Monday Jan. 21, noon	Wed. Jan. 23, PM	Jan. 21,22	24
Organization of Reading Programs	David Chestnut	Feb. 4,5,6	Monday Feb. 4, noon	Wednesday Feb. 6, PM	Feb. 4,5	18
Planning for Educational Decision Making	James Blair	Feb. 19,20,21	Tuesday Feb. 19, noon	Friday Feb. 22, AM	Feb. 19,20,21	24
Adult Basic Education Conference		Friday Feb. 22	Host Inn, Harrisburg			6
Use of School and Public Libraries	Elizabeth Hoffman Bertha Miller	March 6,7	Tuesday March 5, PM	Thursday March 7, PM	March 5,6	12
Evaluation: Record Keeping and Pupil Progress	Peggy Stank	March 18,19,20	Monday March 18, noon	Wednesday March 20, PM	March 18,19	18
Right to Read: Second Chance, Adults & Youth	Ethel Matthews Louisette Logan	April 8,9,10,11	Monday April 8, noon	Thursday April 11, PM	April 8,9,10	24
Analysis of Commercially Prepared Materials/ Interpersonal Communications	John Meehan	April 22,23,24,25	Monday April 22, noon	Thursday April 25, PM	April 22,23,24	24
Reading in the Content Area	John Meehan	May 6,7,8,9	Monday May 6, noon	Thursday May 9, PM	May 6,7,8	24
Pre-School and Parent Education	Charlotte Garman	May 20,21,22	Monday May 20, noon	Wednesday May 22, PM	May 20,21	18
Public Relations and Dissemination of Information	Ann Witmer	June 3,4,5,	Monday June 3, noon	Wednesday June 5, PM	June 3,4	18
Resources of the State Department of Education	Ben Berner	June 10,11,12	Monday June 10, PM	Wednesday June 12, AM	June 10,11	12

C. A. S. E.

ITS BEGINNING

On January 24 a local club in Lower Makefield-Yardley area hosted a meeting on "Financing Public School Education" for club members and their friends. Those in attendance were concerned about several aspects of education. The group determined the extent of their commitment to resolve concerns and identified an overall goal.

Jean Wilson, who was the speaker for the program consented to make arrangements for them to learn about the Pennsbury schools and provide them an opportunity to work toward their goal. She submitted the following proposal to the Pennsbury District Superintendent.

January 26, 1973

TO: Mr. William W. Ingraham, District Superintendent
Pennsbury School District

Contact: Jean J. Wilson, 690 Pevsner Road, Morrisville, Pennsylvania
Telephone 295-4758

Subject: Community-School Involvement, Creating Understanding and Working Relationships

Statement-A group of approximately twenty-five women living in the Edgewood, Makefield, Quarry Hill school area were drawn together because of their intense interest in education and more specifically because they experience anxieties regarding:

1. possible future strikes
2. lack of understanding regarding role of parent and citizen in the educational process
3. lack of positive communications between themselves and the schools.

They feel the above can be generalized to represent the attitudes of a large portion of the citizenry. This group feels the anxieties about the above can be harmful to students. They have a commitment to engage in a systematic program to deal with these anxieties and to help resolve related problems.

People in the group represent a wide age span. While some have no children in Pennsbury Schools, the

H

Courier 3/8/74

Area program for readers

The Pennsbury School District has been chosen for an experimental "right to read" program being developed nationally by the federal government.

The school board will consider elements of the plan at Monday's regular monthly meeting of the board.

At a special agenda session of the board early this week, Tom Garberina, reading coordinator for the district, said the district would be one of the "model sites" for the effort in Montgomery and Bucks counties.

Two thousand dollars will be appropriated to the district by September to train teachers and citizens involved in the program, Garberina said.

Part of the effort will be to appraise the attitudes of students and engage staff members in a "planned, systematic" curriculum which can be observed in a concrete fashion by visiting educators.

The "right to read" strategy, according to Garberina, is based on obtaining school commitment to change and initiate support for improved reading programs.

The Pennsbury effort will cover a period of two years and will begin this month if the school board approves.

The board will consider acting on two items Monday:

—Approval of a resolution saying reading is considered a "high priority" in the district.

—Granting approval of the right to read model program through a contract between the department of education and Pennsbury.

The thrust of the national effort is to develope more positive attitudes toward reading among children. It will involve parents, non-school personnel, counselors and teachers.

NEW BUSINESS

A. ADULT SCHOOL - PAY RATES AND FEES

The pay rate for teachers in the Pennsbury Adult School is presently $10.00 an hour and the course tuition fee is presently $15.00 for a one and one-half hour, ten session course. Both pav rate and course fee have remained unchanged since 1967. An upward revision of the pay rate is in order, and since this activity is self-supporting, an upward revision in the tuition fee is also necessary.

If the Board is in agreement, the following motion is in order:

MOTION: That the pay rate for teachers in the Pennsbury Adult School be set at $12.00 an hour and the tuition fee for a one and one-half hour course meeting for ten sessions be set at $17.00.

B. RIGHT TO READ

The Pennsbury School District's participation in the state Right to Read Program requires Board resolutions on the following: 1) the priority of reading in the district, and 2) authorization to enter a grant agreement with Department of Public Education for $2,000.00 and consultative services for strengthening the reading program.

If the Board is in agreement, the following motions are in order:

MOTION: That the Pennsbury School Board officially acknowledge a high priority for reading in the District's educational program.

MOTION: That the Pennsbury School Board authorize the Board Secretary to enter into a grant agreement with the Department of Education to secure for this District $2,000.00 and consultative services from the state Right to Read Program and further that District representatives as designated in the agreement be authorized to affix their signatures.

J

COMMONWEALTH OF PENNSYLVANIA

GENERAL INVOICE

PAYOR

Pa. Department of Education
Bureau of Curriculum Services
Box 911
Harrisburg, PA 17126

PAYEE

David H. Rhone
Superintendent
Pennsbury School District
Yardley Avenue
Fallsington, PA 19054

DATE

ORDER NO.

TERMS

DATE OF TRANSACTION	ITEM AND DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	AMOUNT
4/30/74	The LEA known as Pennsbury School District through its Board of School Directors agrees to the conditions stated below relative to participation in the Pennsylvania Right to Read program administered by the SEA. Contract no. 30152 ME. no. 110-0074 Account 01-16-81-73-1-12-12-330-33009 Deputy Commissioner for Basic Ed				2,000.
				TOTAL	$2,000.

I CERTIFY THAT THE ABOVE EXPENSES, SERVICES, MATERIALS OR PRODUCTS WERE ACTUALLY INCURRED, RENDERED OR FURNISHED FOR THE USE OF THE COMMONWEALTH OF PENNSYLVANIA, AND THAT THE ABOVE PRICES CHARGED THEREFORE WERE FAIR AND REASONABLE.

X David H. Rhone
SIGNATURE

ACKNOWLEDGEMENT OF THE FOLLOWING IS REQUIRED IF PAYMENT MADE FROM ADVANCED REQUISITION MONEYS.

I HEREBY ACKNOWLEDGE RECEIPT IN FULL AS SET FORTH IN THIS INVOICE IN THE AMOUNT OF $ ____________

SIGNATURE

1. TREASURY

mailed 5/14/74

Rising Prices, Rationing Of Materials Affects School Operations

The School District has experienced sharp rises in their costs of supplies the same as every taxpayer.

The difference is that in the process of buying, the District must follow specific bid procedures and these procedures, in many cases, have become a mockery.

Manufacturers of items that incorporate paper or petroleum materials (which includes plastics) in their products will not bid firm prices. Their bids or quotations specify "Price prevailing at time of shipment." If the material is needed immediately or if it represents a "good buy," negotiations are made to fix the price and shipping date in order that necessary Board approval may be obtained. Otherwise, bids are thrown out and the material or service rebid at a later date.

Because of Federal regulations, the District has become captive customers of fuel oil and gasoline suppliers. Not only must the District buy from a specific company, but must also pay the price they ask. These products were, of course, bid in previous years.

The gasoline price has increased from $.1199 per gallon in May 1973 to $.2150 per gallon as of March 22, 1974. The District uses approximately 1,100 gallons per day, thus the cost of operation has increased $100.00 per day.

The major type of fuel oil the District consumes is #4 fuel oil. In May 1973 the cost was $.1256 per gallon. As of March 22, 1974, $.3258 per gallon. During the month of March, the average daily consumption of fuel oil was 4,100 gallons which meant an added cost of $820.00 per day above last year.

The only control the District has over either of these expenditures is to reduce the usage of both products. Field trips and other extra bus runs have been practically eliminated. Lower thermostat settings during the day and special night and weekend settings have reduced fuel oil consumption by 15%.

Electricity rates were increased a modest 6% which Pennsbury Schools were able to offset by economy measures. However, the District is facing a series of increases that will culminate in an increase of 21% above today's rate by January 1, 1975. During the school months, the average cost of electricity is approximately $800 per day. An increase of 21% will mean an added $168 per day.

Another charge added to the electric bill is the "electric fuel adjustment." This covers the increased cost of fuel (coal, oil or gas) to generate electricity. As of April 1, 1974, this charge doubled. This increase costs Pennsbury another $63 per day.

Paper products of all types have not only increased in cost substantially but they have been hard to get.

Duplicator, mimeograph and offset-printing papers increased in cost from $.85 per ream in May 1973 to $1.41 in February 1974. Since February, price controls have been removed from paper pulp and the cost of paper has increased further.

The effect of the February purchase as well as other paper products is as follows:

Type of Paper	% Increase	Cost of Increase Annually
Duplicator & Mimeo	66	$11,200.00
Art & Classroom work papers	30	5,400.00
Cafeteria Supplies	57	11,700.00
Toilet Tissue	43	700.00

Other school supply items have increased in the range of 5% to 20%.

Maintenance supplies have increased an average of 10%.

No later than April 30, 1974, all remaining price regulations will be removed. There is no doubt that this will cause further increases and the only hope is that a year or so from now the normal formula of supply and demand will take over and that prices will become more competitive and realistic.

The cost of materials is only a part of the purchasing story.

Gasoline and fuel oil are rationed. While the school system is entitled to its requirements, the supplier is producing at levels lower than past years. The District must file monthly for the quantities that are in short supply. This is time consuming because the government agencies are not skilled in the allocation system.

In many other areas, manufacturers have adopted an independent attitude that is foreign to good business relations. The District generally deals with the distributors for manufacturers and these distributors are trying their best to give service but the manufacturers do not have firm answers of any type.

Someday, this will also be resolved, however, it does make working conditions difficult at the present time.

Right to Rea

K

The Pennsbury School District [illegible] been designated by the Pennsylvania Department of Education to participate as a model site in the National Right to Read effort sponsored by the U.S. Office of Education.

What it is . . .

"The National Right to Read effort is a coordinated endeavor of all segments of society, public and private, professional and non-professional, to ensure that no student shall be denied a full and productive life because of an inability to read effectively."

Board Approval . . .

At the March School Board Meeting the Board unanimously approved of Pennsbury's participation in the program.

What does it mean for Pennsbury . . .

The Pennsbury School District will receive a grant of $2,000 to be used for in-service. While acting as a model site, it gives Pennsbury the opportunity to intensify its efforts to improve the reading program of the district.

With guidelines from the U.S. Office of Education the objective for the in-service program is to develop, on a pilot basis, a means of assessing a school's reading program and its impact on students' reading progress. Based on teacher observation and objective test data, students' progress is to be evaluated in the cognitive, affective, and psychomotor domains.

Finally, with input from the various segments of the school community, teachers will prescribe a program for those students whose reading progress is not progressing according to the child's ability.

The Right to Read program, effective immediately in this district, will continue through June 1975.

Graduation Exercises

Ceremonies for approximately 1085 graduating Pennsbury High School seniors has been set for June 11, in the Falcon Field at the Fairless Hills High School, at 6:15 p.m. Rain date is scheduled for June 12.

Prom Date — May 18

Snow Day

The last day of school for students will be June 13 and teachers will have workshop on June 14 due to one make-up snow day.

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PENNSBURY SCHOOL DISTRICT
Curriculum and Instruction
Fallsington, Pennsylvania

May 15, 1974

REVISED REQUESTS FOR WINTER WORKSHOPS

ENGLISH		
Elementary Language Arts	72 days	$2,376.00
AUDIO VISUAL - TV	24 days	792.00
FORIECN LANGUAGES		
Revision and Study of Electives	20 days	720.00
FINE ARTS		
SMILE - grade 1	40 days	1,320.00
SMILE - specials	15 days	445.00
General Music-Activity Orientation (17 Tchs)	2 (3 hr. sessions)	816.00
Art	20 days	693.00
READING		
orientation-new staff	45 days	1,485.00
experienced staff 5-6	40 days	1,320.00
follow-up Dr. Weiss	17 days	561.00
Right to Read	40 days	1,320.00
SCIENCE		
elementary science	83 days	2,822.00
building science Coord. meeting	26 days	844.00
Dial Access	32 days	1,056.00

VILLAGE PARK ELEMENTARY SCHOOL

② NEEDS ASSESSMENT SUMMARY

PROGRAM COMPONENT	GRADE LEVEL								RANKED PRIORITY (1, 2, OR 3)
	5		6						
STUDENT PERFORMANCE	CLASS AVERAGE DEPARTURE FROM SELECTED NORMS								
READING COMPREHENSION	3		3						
WORD RECOGNITION	2		2						
VERBAL EXPRESSION (WRITTEN ORAL)	4		4						
INTEREST ATTITUDE	1		1						
MATHEMATICS									
READING PROGRAM	SEE NEEDS ASSESSMENT PACKAGE (MAP) FOR INTERPRETATION OF CODES								
PROGRAM LOCATION IN SCHOOL	ABC		ABC						
TEACHER-STUDENT ORGANIZATION	ABC		ABC						
TIME SPENT IN PROGRAM (formal reading)	10/3		10/2½						
PER CENT STUDENTS SERVED	100		100						
BASIC APPROACH	(ABGIC)		(ABGIC)						
INSTRUCTIONAL TECHNIQUES	(CDGHIK)		(CDGHIK)						
STUDENT GROUPING	ABCD		ABCD						
EVALUATION	4/8		4/8						
EXISTING PROGRAM STARTED	1968		1968						
RESOURCES	SEE MAP FOR TEACHER SKILLS CODES								
AVAILABILITY & SKILLS OF READING TEACHERS	4/32.5		4/32.5						
AVAILABILITY & SKILLS OF ADDITIONAL PERSONNEL	0		0						

NON-CLASSROOM PERSONNEL AVAILABLE FOR READING SUPPORT	NO. AVAILABLE X % TIME AVAILABLE = EQUIVALENT NUMBER 6x17 = 1.02	
SCHOOL LIBRARY ACTIVITY	I = INADEQUATE RESOURCES: Hardware A = ACCEPTABLE IN PRESENT PROGRAM: Software	
STAFF READING SPECIALISTS	NUMBER AVAILABLE TO SCHOOL 1 TIME AVAILABLE TO SCHOOL 5 days a week	
OUTSIDE [illegible] UNITS	MAN HOURS/WEEK AVAILABLE TO SCHOOL 13 SPECIAL SKILLS Reading, counseling, nurse, speech	
OTHER NON-SCHOOL RESOURCES	MAN HOURS/WEEK AVAILABLE TO SCHOOL 0% SPECIAL SKILLS	
DOLLAR RESOURCES	AVAILABLE FOR READING / TOTAL $ AVAILABLE } $63,255	
DECISION MAKING	I = DECISION MADE BY INAPPROPRIATE PERSON 0 A = DECISION MADE BY APPROPRIATE PERSON 24	

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "L N

If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike Me".

There are no right or wrong answers.

			LIKE ME	UNLIKE
———	1.	I spend a lot of time daydreaming.	(0)	(1)
CONFDNCE	2.	I'm pretty sure of myself.	(1)	(0)
IMAGE	3.	I often wish I were someone else.	(0)	(1)
IMAGE	4.	I'm easy to like.	(1)	(0)
HOME	5.	My parents and I have a lot of fun together.	(1)	(0)
———	6.	I never worry about anything.	(1)	(1)
CONFDNCE	7.	I find it very hard to talk in front of the class.	(0)	(1)
IMAGE	8.	I wish I were younger.	(0)	(1)
IMAGE	9.	There are lots of things about myself I'd change if I could.	(0)	(1)
CONFDNCE	10.	I can make up my mind without too much trouble.	(1)	(0)
CONFDNCE	11.	I'm a lot of fun to be with.	(1)	(0)
HOME	12.	I get upset easily at home.	(0)	(1)
CONFDNCE	13.	I always do the right thing.	(1)	(0)
SCHOOL	14.	I'm proud of my school work.	(1)	(0)
CONFDNCE	15.	Someone always has to tell me what to do.	(0)	(1)
CONFDNCE	16.	It takes me a long time to get used to anything new.	(0)	(1)
———	17.	I'm often sorry for the things I do.	(1)	(0)
PEERS	18.	I'm popular with kids my own age.	(1)	(0)
HOME	19.	My parents usually consider my feelings.	(1)	(0)
———	20.	I'm never unhappy.	(1)	(1)
SCHOOL	21.	I'm doing the best work that I can.	(1)	(0)
CONFDNCE	22.	I give in very easily.	(0)	(1)
CONFDNCE	23.	I can usually take care of myself.	(1)	(0)
IMAGE	24.	I'm pretty happy.	(1)	(0)
PEERS	25.	I would rather play with children younger than me.	(0)	(1)
HOME	26.	My parents expect too much of me.	(0)	(1)
———	27.	I like everyone I know.	(1)	(1)

			LIKE ME	UNLIKE M
CONFDNCE	28.	I like to be called on in class.	(1)	(0)
IMAGE	29.	I understand myself.	(1)	(0)
IMAGE	30.	It's pretty tough to be me.	(0)	(1)
CHECK ALL	31.	Things are all mixed up in my life.	(0)	(1)
PEERS	32.	Kids usually follow my ideas.	(1)	(0)
HOME	33.	No one pays much attention to me at home.	(0)	(1)
———	34.	I never get scolded.	(1)	(1)
SCHOOL	35.	I'm not doing as well in school as I'd like to.	(0)	(1)
CONFDNCE	36.	I can make up my mind and stick to it.	(1)	(0)
IMAGE	37.	I really don't like being a boy--girl.	(0)	(1)
IMAGE	38.	I have a low opinion of myself.	(0)	(1)
CONFDNCE	39.	I don't like to be with other people.	(0)	(1)
HOME	40.	There are many times when I'd like to leave home.	(0)	(1)
———	41.	I'm never shy.	(1)	(1)
SCHOOL	42.	I often feel upset in school.	(0)	(1)
IMAGE	43.	I often feel ashamed of myself.	(0)	(1)
IMAGE	44.	I'm not as nice looking as most people.	(0)	(1)
CONFDNCE	45.	If I have something to say, I usually say it.	(1)	(0)
PEERS	46.	Kids pick on me very often.	(0)	(1)
HOME	47.	My parents understand me.	(1)	(0)
———	48.	I always tell the truth.	(1)	(1)
SCHOOL	49.	My teacher makes me feel I'm not good enough.	(0)	(1)
CHECK ALL	50.	I don't care what happens to me.	(0)	(1)
CHECK ALL	51.	I'm a failure.	(0)	(1)
CONFDNCE	52.	I get upset easily when I'm scolded.	(0)	(1)
IMAGE	53.	Most people are better liked than I am.	(0)	(1)
HOME	54.	I usually feel as if my parents are pushing me.	(0)	(1)
———	55.	I always know what to say to people.	(1)	(1)
SCHOOL	56.	I often get discouraged in school.	(0)	(1)
CONFDNCE	57.	Things usually don't bother me.	(1)	(0)
IMAGE	58.	I can't be depended on.	(0)	(1)

COOPERSMITH SELF ESTEEM

ITEMIZED

PROFILE CHART

POSSIBLE SCORES	SELF IMAGE (16)	SELF CONFIDENCE (18)	PEERS (7)	SCHOOL (8)	HOME (11)	COMMENTS
Students Name	***	***	***	***	***	***

EDUCATIONAL TESTING SERVICE **PRINCETON, N. J. 08540**

Area Code 609
921 - 9000
CABLE-EDUCTESTSVC

Division
of
Educational Studies

October 10, 1974

Mr. Thomas S. Garberina
The Pennsbury School District
Box 338
Fallsington, PA 19054

Dear Tom:

I couldn't find the official scoring instructions we used for the 4th and 6th grade attitudes instrument, but I'm enclosing my informal rendering of them. I've marked each item "positive" or "negative" for purposes of scoring. We scored each item 1, 2, 3, or 4, with 4 representing the positive end of the scale. In items marked "positive," a score of 1 represents "strongly disagree" and a score of 4 represents "strongly agree." In items marked negative, a score of 1 represents "strongly agree" and a score of 4 represents "strongly disagree." The higher the average score for an item or the average score for a student over the entire test, then the more positive the attitude is judged to be.

I hope this is clear. Feel free to call if it's not.

Sincerely,

Gita

Gita Wilder
Research Associate

GW:ek
Encl.

STUDENT NUMBER

C. R. P. T.

ATTITUDES TOWARD READING

GRADES 4 & 6

NAME____

SCHOOL____

GRADE______________________________

EXAMPLES

		Strongly Agree	Agree	Disagree	Strongly Disagree
A.	Math is the hardest subject I know	++	+	-	=
B.	Ice cream is good at any time of the year	++	+	-	=
C.	I am a very fast runner.	++	+	-	=
D.	I don't like going to the movies.	++	+	-	=

C. R. P. T.

Attitudes Toward Reading

Grades 4 & 6

Read the following statements silently as they are read aloud to you one at a time. Then, if you agree with the statement, circle the + . If you disagree, circle the - . If you agree very much or strongly, circle the ++ . If you disagree very much or strongly, circle the = .

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Learning to read is very important.	++	+	-	=
2. Reading is the hardest thing I have to do.	++	+	-	=
3. I like to take a book to bed with me at night.	++	+	-	=
4. I get nervous when the teacher asks me to read out loud.	++	+	-	=
5. I am very proud of the way I read.	++	+	-	=
6. I learn all sorts of new things when I read.	++	+	-	=
7. I don't like visiting the library.	++	+	-	=
8. I don't think a book is a very good birthday present.	++	+	-	=
9. I often volunteer to read aloud in school.	++	+	-	=
10. Reading is often very boring.	++	+	-	=

	Strongly Agree	Agree	Disagree	Strongly Disagree
11. I am a good reader.	++	+	-	=
12. I get worried when I am asked to read something.	++	+	-	=
13. I like to read to people.	++	+	-	=
14. My mother is disappointed in my reading.	++	+	-	=
15. I dislike books.	++	+	-	=
16. The thing I like best about school is reading.	++	+	-	=
17. I would rather do almost anything than read.	++	+	-	=
18. I don't like to tell other people about things I have read.	++	+	-	=
19. I spend a lot of my time at home reading.	++	+	-	=
20. I think I am one of the best readers in my class.	++	+	-	=
21. My classmates like to hear me read.	++	+	-	=
22. I like to figure out new words.	++	+	-	=
23. I don't think I want to learn another language.	++	+	-	=
24. I am a slow reader.	++	+	-	=

	Strongly Agree	Agree	Disagree	Strongly Disagree
25. When I grow up I think I would like to teach children like me how to read.	++	+	-	=
26. Reading is something I usually do without having to be told.	++	+	-	=
27. I usually understand a story the first time I read it.	++	+	-	=
28. I feel good about my reading.	++	+	-	=
29. Most kids my age read better than I do.	++	+	-	=
30. I have trouble sounding out words.	++	+	-	=
31. I have trouble reading new things.	++	+	-	=
32. I usually take good care of books.	++	+	-	=
33. I like talking about things more than I like reading about them.	++	+	-	=
34. I am happiest when I am reading.	++	+	-	=
35. I like to get books for presents.	++	+	-	=
36. I never read unless someone forces me.	++	+	-	=
37. I read whenever I have any free time.	++	+	-	=

	Strongly Agree	Agree	Disagree	Strongly Disagree
38. I am a fast reader.	++	+	-	=
39. I often start to read something but give up because I don't understand it.	++	+	-	=
40. I would like reading better if someone would help me with it.	++	+	-	=
41. I like to start a new book.	++	+	-	=
42. When a book is too hard for me, I usually stop reading it.	++	+	-	=
43. I find reading very easy.	++	+	-	=
44. I often read the cereal box while I am eating.	++	+	-	=
45. I think I am one of the worst readers in my class.	++	+	-	=

Item No. 599149

ERNEST H. MUELLER, Ed.D.
District Superintendent

Telephone 295-4131
Area Code 215

DAVID H. RHONE
Deputy Superintenden
Business Affairs

RICHARD L. CURRIER
Assistant Superintendent
Curriculum & Instruction

PENNSBURY SCHOOL DISTRICT
YARDLEY AVENUE
POST OFFICE BOX 338
FALLSINGTON, PENNSYLVANIA 19054

P

September 20, 1974

Child's Name______________________

Dear Parents,

Would you please answer the following questions so that we may know how you feel about your child's reading? This will help your child. Any comments or questions you care to make or ask will be welcome. Please have your child return this sheet to the teacher tomorrow, if possible. Thank you.

Answer Questions 1 through 10 by making a circle around one answer. Question 11 is to be answered by drawing a circle around the name of each item which your child reads. For Question 12, please write out your answer.

1. From comments you hear at home, does your child enjoy Reading in school?

   yes somewhat no I don't know

2. Does your child show an interest in Reading "just for fun"?

   no almost never sometimes yes

3. What is your child's attitude toward reading?

   very interested somewhat interested indifferent hostile

4. How often does your child read books, magazines or papers aside from regular school assignments?

   daily twice weekly weekly not often never

5. Does your child enjoy reading to you?

   at times yes no I don't know

6. How many children's books do your children own?

   none 1 to 5 5 to 10 10 to 25 25 to 50 More than

7. How often does your child use his (or her) spending money to buy a book?

   monthly once in a while never

8. How often does your child go to the public library other than scheduled group visits?

weekly   twice a month   once in a while   summer only   never

9. Do you get a daily newspaper?

yes   no

10. Does your child have a public library card?

yes   no

11. What does your child read aside from school assignments?

comic books

newspapers

books

TV commercials

advertising signs

labels on cans and boxes

road signs

magazines

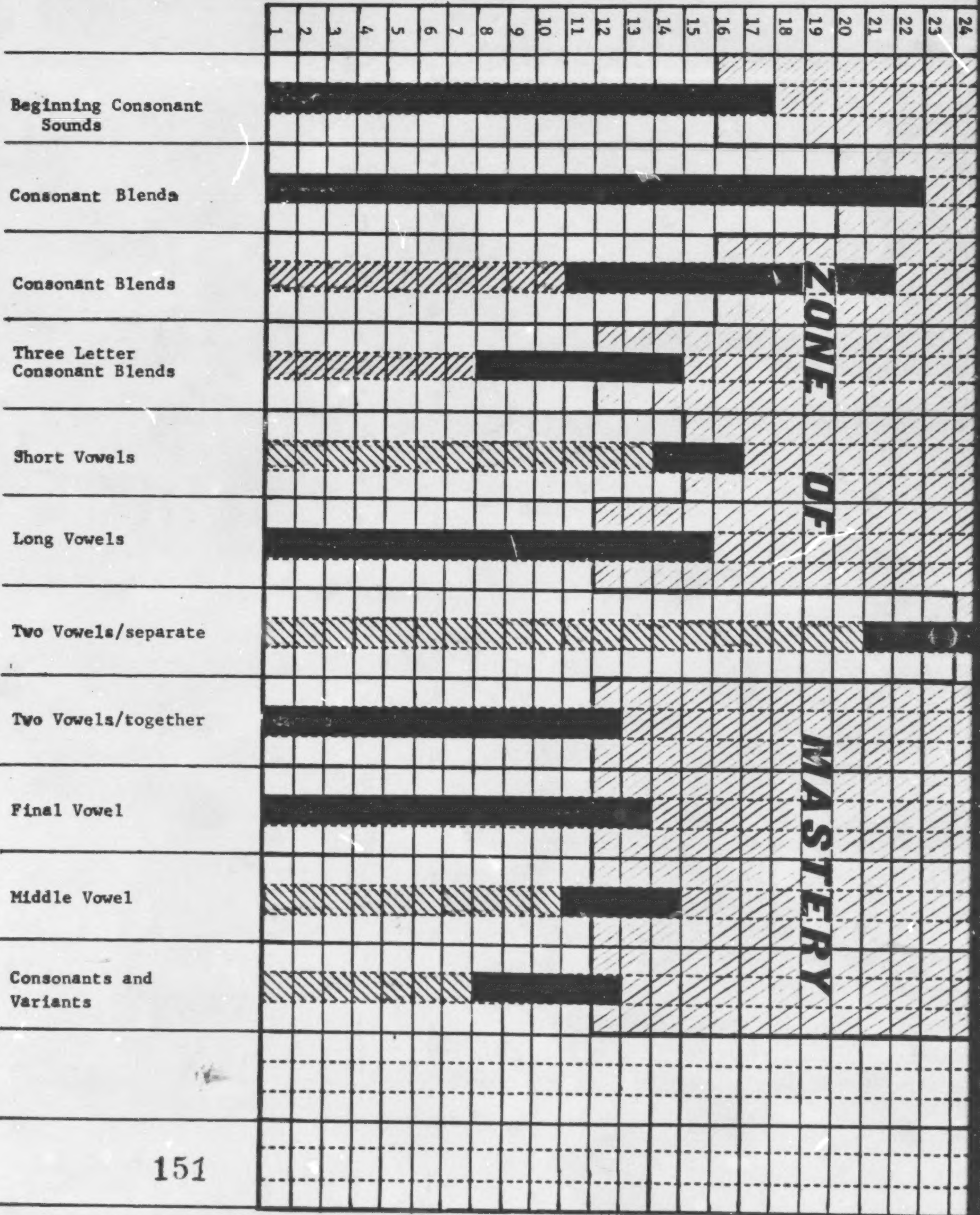
instructions for games

Sunday School papers

12. In what ways do you feel we can help your child? (Please write any suggestions you have.)

ab

NAME____________________ GRADE__________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Beginning Consonant Sounds
Consonant Blends
Consonant Blends
Three Letter Consonant Blends
Short Vowels
Long Vowels
Two Vowels/separate
Two Vowels/together
Final Vowel
Middle Vowel
Consonants and Variants
ZONE OF MASTERY

RIGHT TO READ

PROFILE CHART
OF
TARGET STUDENTS

STUDENT NAMES	B-BOY G-GIRL	METROPOLITAN READING TEST		C. R. P. T. READING ATTITUDES TEST (4 - 6)				COOPERSMITH SELF-ESTEEM INVENTORY				CRITERION REFERENCE TEST				WISCONSIN WORD RECOGN. TEST	PARENT QUESTIONNAIRE	COMMENTS	BASAL READING PROGRAM	READING TEACHER	PARENT AIDE	COUNSELING	SPEECH	WORD RECOGN. PROGRAM	COMPREHENSION PROGRAM	
		PRE	POST	PRE		POST		PRE		POST		WORD REC		COMPR.												
		G.E.	G.E	RAW	%	RAW	%	RAW	%	RAW	%	PRE	POST	PRE	POST											

S

	SKILLS DEVELOPED					MODES OF LEARNING					
MATERIALS	Word Recognition	Comprehension	Rate Comprehension	Study Skills		Programmed Machine	Programmed Workbooks	Audio/Worksheets	Games	Audio/Visual/Worksheets	Visual

VOLUNTEERS IN PENNSBURY

WHY VIP'S?

HOW CAN VIP'S HELP?

WHO IS A VIP?

WHERE DO VIP'S SERVE?

WHAT SHOULD VIP'S KNOW?

WHO ORIENTS VIP'S?

TEACHER REQUEST FOR VIP'S

VIP APPLICATION

FIGURE 13
TIME CONSTRAINT CHART

OBJECTIVES																	

MEMORANDUM OF UNDERSTANDING

Between
Retired Senior Volunteer Program

Neshaminy Manor Center Rt. 611 & Almshouse Road

Doylestown, PA 18901

and

Name and address of
Volunteer Station Village Park Elementary School
Pennsbury School District - Fallsington, Pa. - 19054

THIS MEMORANDUM CONTAINS UNDERSTANDING RELATING TO THE FOLLOWING PRE-IDENTIFIED SUBJECTS, PLUS OTHER CATEGORIES OF CONCERN ADDED BY THE RETIRED SENIOR VOLUNTEER PROGRAM OR THE VOLUNTEER STATION AND AGREED TO BY BOTH PARTIES:

1. BASIC POLICIES Senior Volunteers are requested by the volunteer station in accordance with the policies and regulations of the Retired Senior Volunteer Program.

2. NUMBER OF VOLUNTEERS The Retired Senior Volunteer Program will, upon request, place as many as 3 Senior Volunteers with the Volunteer Station.

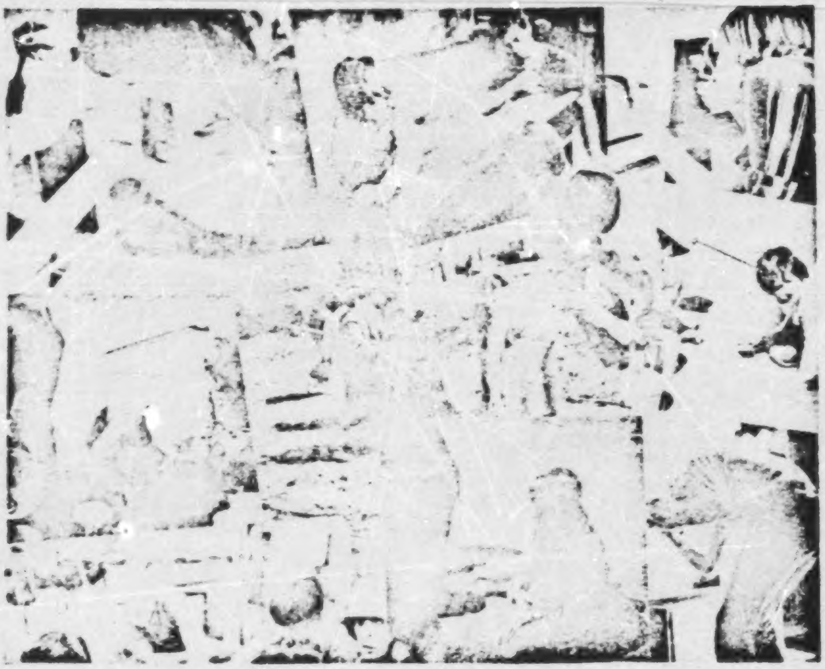
3. VOLUNTEER ASSIGNMENTS (a) A list of planned volunteer assignments is attached to this memorandum by the Volunteer Station. A change in the nature of assignments listed requires that this memorandum be amended. (b) The volunteer Station will provide each Senior Volunteer with a brief, specific description of the volunteer assignment. A copy will be given to the Retired Senior Volunteer Program. (c) The Retired Senior Volunteer Program will place Senior Volunteers with the Volunteer Station and will review assignments to determine if they are acceptable. (d) The Volunteer Station will have the opportunity for an interview with each Senior Volunteer before final placement occurs.

4. ORIENTATION OF VOLUNTEERS The Volunteer Station will, in consultation with RSVP staff, be responsible for such orientation to the Volunteer Station and to individual assignments as the volunteers may need.

5. ORIENTATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL The Retired Senior Volunteer Program will provide orientation to administrative personnel and on-the-job supervisors of

X

6th Graders Make it in Makefield



The Level 6 students of Makefield's **Bob Beamer and Terry Graham** recently did more than their share to give their school a face-lift. Under the great leadership and guidance of Bob and Terry, the kids spent several afternoons raking leaves, carrying slate, filling potholes, painting safety lines, repairing maps, and painting playground games. They also repaired and refinished kindergarten toys and furniture, making them look like new. Quite a service to the school!

"These teachers and their kids are saving the district money and having a great learning experience doing it," reports Makefield's principal, **Walt Smith.** "When kids can see the products of their labors and know that what they are doing will help someone else, education becomes meaningful and fun."

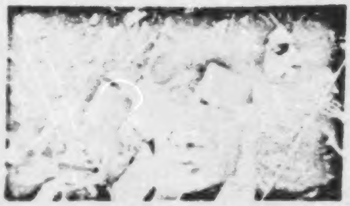
These activities not only helped brighten up the school but also have laid the foundation for an "Open Day," a community-involved learning experience the teachers have planned for this spring.

Get Your **THREE ARCHES**
T-SHIRTS
Help Restore Three Arches!
Send orders & $3 to
DAVE MARABLE
Wm. Penn

Boehm exchanges

with Harrisburg

In March ten students and three teachers from the Harrisburg School District visited **Charles Boehm High School** to observe how we deal with the problems of a 2 2 2 school structure. Their school has just changed to this system but is experiencing problems. The Harrisburg students, who stayed in the homes of Boehm students, visited classes; attended meetings; went on a field trip to Pennsbury Manor and Washington Crossing; and toured our school district, guided by **George Lebegern, Social Studies Coordinator.** In mid April **Paul Larson** and **Tom Hoy** with ten Boehm students returned the visit to Harrisburg.



The educational portion of the April Board meeting was provided by the **Pennsbury orchestra** under the baton of **Kathy McCullough.** A standing ovation was well deserved and high tribute to a very talented music teacher and her students.

RSVP in

PENNSBURY

Pennsbury schools are utilizing the services of the county chapter of RSVP (Retired Senior Volunteer Program). In Village Park **Mrs. Edna Metz, Mrs. Mary Jewett,** and **Mrs. Frances Mancia** work with individuals and small groups of children (K-6) to reinforce reading skills that have been taught by the classroom teachers. These senior citizens use whatever books, workbooks, kits, and machines will help each child achieve his potential.

In Charles Boehm senior citizens have become "right hands" in two areas of the school. **Mrs. Marion Tate** of Morrisville works in the library, actively participating in a complete inventory of the audio-visual collection, checking for damage and correlating with catalog cards. Her experience in the Philadelphia Free Library and the book department of John Wanamakers makes her a valuable assistant for the librarians.

Edna Metz and Rochelle Harger

Mrs. Eva Dawson of Levittown works in Boehm's Guidance Department, doing general clerical work. Presently she is working on honors students' letters. Further assistance is given in the Guidance Department by **Mrs. Gloria Griffith** of Levittown, who also currently works part time as a secretary for the Salvation Army. Mrs. **Dorothea Langhans** of Fairless Hills, a member of the Trenton Road Senior Citizens and the Salvation Army, also assists in Guidance.

Dr. Joseph Farese, Principal, who arranged for RSVP in Boehm, is "delighted that the ladies have worked so well."

2nd Annual Education Convention
Neshaminy School District
Educational Exhibits by
Penna. Ed. Salesmen's Club
May 20
PENNSBURY STAFF INVITED

Y

PENNSBURY SCHOOL DISTRICT
CURRICULUM AND INSTRUCTION
FALLSINGTON, PENNSYLVANIA

JUNE 3, 1975

M E M O

TO: DR. ERNEST H. MUELLER, DISTRICT SUPERINTENDENT

FR: THOMAS J. GARBERINA, CURRICULUM COORDINATOR - READING & BASIC INSTRUCTION

RE: VOLUNTEER AIDES - VILLAGE PARK

As a point of information, a total of 215 hours were accumulated by the three Volunteer Instructional Aides associated with the Right to Read Program at Village Park School during the spring term.

The three aides, Francis Mancia, Edna Metz, and Mary Jewett were very well received by teachers.

The teachers commented,

> "The children really enjoyed the aides."
> "They handled themselves beautifully."
> "They did a really nice job."
> "They picked up on instruction very well."
> "They represented a good change of pace for the students."
> "The kids were anxious for the aides to return."
> "They did a really nice job of reenforcing skills through phonic games and Readers' Digest."

Concomitantly, from all indications, the aides enjoyed the experience equally as well as staff and children.

TJG:tac
cc: Mr. Currier
Mrs. Hobson
Mrs. Lehr
Francis Mancia
Edna Metz
Mary Jewett

PENNSBURY SCHOOL DISTRICT
FALLSINGTON, PENNSYLVANIA

March 20, 1975

MEMO

TO: THOMAS GARBERINA, CURRICULUM COORDINATOR - READING

FR: ERNEST H. MUELLER, DISTRICT SUPERINTENDENT

Thank you for the most valuable tour through the Pennsbury Reading Programs. I was impressed by the structure which you have developed and thoroughly enjoyed the opportunity for personal contact with students and staff. I'm available for future tours at your convenience.

meg

THIS IS A REMINDER THAT THE NEXT BIMONTHLY PRESS MEETING WITH PENNSBURY WILL BE HELD ON WEDNESDAY, SEPTEMBER 24, 1975, AT 1:30 P.M. IN THE SUPERINTENDENT'S CONFERENCE ROOM AT FALLSINGTON. TOPIC FOR DISCUSSION.- RIGHT-TO-READ.

NORMAN HAIDER
COORDINATOR FOR SPECIAL SERVICES
295-4131 - Ext. 210

YOUR CHILD'S READING PROGRAM

VILLAGE PARK - P.T.O.
January 15, 1975
8:00 P.M.

Have you ever wondered - - - - - - - - -

1. How your child learns to read?
2. What is a basic reading program?
3. What is meant by "grade level" - on, above or below?

Mr. Thomas Garberina, Reading Curriculum Coordinator, Kindergarten through 12, will explain what the basic reading program is Kindergarten through 12; and why some children read below, on or above grade level.

Following the presentation Mr. Garberina and Mrs. Lehr, Special Reading Instructor, will both be available to answer questions.

So, take an interest in your child's reading program, come and find out the answers to questions that you may have.

See you Wednesday, January 15, 1975 at 8:00 P.M.

(Mrs.) Nancy Lysinger
Program Chairlady

Diana Hoffman, Publicity

INTERMEDIATE UNIT BOARD #22 (continued)
it would also make available some $50-80,000.00 which could be applied against the Bond Issue. This was delayed, however, when a motion was made to look for other alternatives than turning over the Child Development Center to the Authority. Another possibility is that each of the thirteen school districts would acquire the ownership and then refund any excess monies in the treasury back to the individual school districts. This matter must be resolved within the next few months.

SUPERINTENDENT'S REPORT. Dr. Mueller stated a presentation would be given this evening dealing with the Kodaly Music Program and the Reading Program. He then turned this portion of the meeting over to Mr. Currier, Assistant Superintendent for Curriculum and Instruction Mr. Currier indicated that a demonstration would be given of the approach to teaching music to early elementary school children and the relationship of this approach to teaching music to helping youngsters do a better job in reading. At this point, Mr. Barry Vannauker, Curriculum Coordinator of Music - along with several Pennsbury elementary school children - proceeded with the demonstration Immediately following, Mr. Thomas Garberina, Curriculum Coordinator of Reading, noted the relationship of this demonstration to the Reading Program. He also gave a brief report on the Right to Read Program.

VISITORS. Visitors were welcomed at 9:10 p.m., and those who had submitted name cards were called upon in alphabetical order.

BOARD QUESTION PERIOD. It was suggested by Mr. Wiese that any reports which Mr. McKelvie might have pertaining to the Legislative Committee meetings be placed in the Agenda. Mr. McKelvie indicated he had given a copy of a memorandum to Dr. Mueller and Mr. Rhone today, December 9, 1974, on transportation changes and he would like Mr. Rhone's interpretation on same. Further, it was determined that when Mr. McKelvie had anything to report it would be made a part of the Agenda. Mr. McKelvie is Pennsbury's representative on the Pennsylvania School Boards Association Legislative Committee for 1975.

CONTRACT AWARDS. Motion was made by Mr. Little, seconded by Mr. McKelvie and unanimously approved by a voice vote that the contract for a video tape recorder and monitor be awarded to Coskey's Electronics in the amount of $2,069.00. (At no cost to the Board.)

APPOINTMENT-Falls Park Board. Motion was made by Mr. Martin, seconded by Mr. Morgan and unanimously approved by a polled vote that Gary Conklin and William Umek be appointed to vacancies on the Falls Township Park Board to complete a term of office expiring December 1, 1975.

Z-2

PENNSBURY SCHOOL DISTRICT
CURRICULUM AND INSTRUCTION
FALLSINGTON, PENNSYLVANIA

JUNE 16, 1975

RIGHT TO READ

EVALUATION

Purpose

The purpose of this evaluation is to gather data concerning the Right to Read Effort and its effect on the teachers who participated in shaping the program at the Village Park Elementary School.

Directions

In the following evaluation, through introspective reasoning, you are to respond to each statement twice. Using the capitalized value descriptors below, complete the statement with the descriptor that best represents your thinking.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

For example:

Prior to participating in the Right to Read Effort,
I was ______________ aware of the term Needs Assessment.

After participating in the Right to Read Effort,
I was ______________ aware of the term Needs Assessment.

RIGHT TO READ

EVALUATION

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

1. Prior to participation in the Right to Read Effort, I ______________ realized a needs assessment could make me more aware of children's needs in my class.

1. After participation in the Right to Read Effort, I ______________ realized a needs assessment could make me more aware of children's needs in my class.

2. Prior to participation in the Right to Read Effort, I ______________ realized a needs assessment could make me more aware of program needs (software/hardware) in my school.

2. After participation in the Right to Read Effort, I ______________ realized a needs assessment could make me more aware of program needs (software/hardware) in my school.

3. Prior to participating in the Right to Read Effort, I ______________ realized a needs assessment could help establish goals and objectives for disabled readers in the affective (attitudes,self concept) and cognitive (phonics) domains.

3. After participating in the Right to Read Effort, I ______________ realized a needs assessment could help establish goals and objectives for disabled readers in the affective (attitudes, self concept) and cognitive (phonics) domains.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

4. Prior to participating in the Right to Read Effort, I was ______________ involved in the selection of testing instruments to evaluate students' reading skills.

4. After participating in the Right to Read Effort, I was ______________ involved in the selection of testing instruments to evaluate students' reading skills.

5. Prior to participating in the Right to Read Effort, I was ______________ involved in the selection of testing instruments to evaluate students' attitudes.

5. After participating in the Right to Read Effort, I was ______________ involved in the selection of testing instruments to evaluate students' attitudes.

6. Prior to participating in the Right to Read Effort, I was ______________ involved in evaluating and choosing materials that could best meet students' needs.

6. After participating in the Right to Read Effort, I was ______________ involved in evaluating and choosing materials that could best meet students' needs.

7. Prior to participating in the Right to Read Effort, I ______________ felt my recommendations would be followed through for purchasing a variety of materials to improve students' reading.

7. After participating in the Right to Read Effort, I ______________ felt my recommendations would be followed through for purchasing a variety of materials to improve students' reading.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

8. Prior to participating in the Right to Read Effort, I was ______________ involved in determining program scheduling that could best meet students' needs.

8. After participating in the Right to Read Effort, I was ______________ involved in determining program scheduling that could best meet students' needs.

9. Prior to participating in the Right to Read Effort, I was ______________ involved in assigning children to benefit from the services of supporting staff; professional and non-professional. (Guidance Counselor, Reading Teacher, Volunteer Aides, etc.)

9. After participating in the Right to Read Effort, I was ______________ involved in assigning children to benefit from the services of supporting staff; professional and non-professional. (Guidance Counselor, Reading Teacher, Volunteer Aides, etc.)

10. Prior to participating in the Right to Read Effort, I was ______________ aware that process evaluation (e.g. criterion reference testing such as Wisconsin Design) is a valuable method for identifying specific weaknesses of children disabled in reading.

10. After participating in the Right to Read Effort, I was ______________ aware that process evaluation (e.g. criterion reference testing such as Wisconsin Design) is a valuable method for identifying specific weaknesses of children disabled in reading.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

11. Prior to participating in the Right to Read Effort, I was ______________ aware of how to assess affective test items in relation to establishing goals and objectives. (e.g. Quality Assessment Program, Self-Understanding, Self-Concept, Coopersmith Self-Esteem Inventory)

11. After participating in the Right to Read Effort, I was ______________ aware of how to assess affective test items in relation to establishing goals and objectives. (e.g. Quality Assessment Program, Self-Understanding, Self-Concept, Coopersmith Self-Esteem Inventory)

12. Prior to participating in the Right to Read Effort, I was ______________ aware that more specific diagnosis by the classroom teacher is necessary in order to improve reading skills of children who are performing below grade level.

12. After participating in the Right to Read Effort, I was ______________ aware that more specific diagnosis by the classroom teacher is necessary in order to improve reading skills of children who are performing below grade level.

13. Prior to participating in the Right to Read Effort, I was ______________ aware of instruments that evaluated the affective domain in the areas of attitudes toward reading, self-concept, self-understanding.

13. After participating in the Right to Read Effort, I was ______________ aware of instruments that evaluated the affective domain in the areas of attitudes toward reading, self-concept, self-understanding.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

14. Prior to participating in the Right to Read Effort, I was ______________ aware of the affective domain (attitudes, self-concept, etc.) and the effect it could have on children learning to read.

14. After participating in the Right to Read Effort, I was ______________ aware of the affective domain (attitudes, self-concept, etc.) and the effect it could have on children learning to read.

15. Prior to participating in the Right to Read Effort, I ______________ realized the important role volunteer aides can play in assisting teachers to reenforce children's reading skills.

15. After participating in the Right to Read Effort, I ______________ realized the important role volunteer aides can play in assisting teachers to reenforce children's reading skills.

16. Prior to participating in the Right to Read Effort, I ______________ realized the important role volunteer aides can play in affecting children's attitudes.

16. After participating in the Right to Read Effort, I ______________ realized the important role volunteer aides can play in affecting children's attitudes.

17. Prior to participating in the Right to Read Effort, I ______________ felt confident in utilizing the services of volunteer aides.

17. After participating in the Right to Read Effort, I ______________ felt confident in utilizing the services of volunteer aides.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

18. Prior to participating in the Right to Read Effort, I ______________ formulated or selected specific skill objectives for each child reading below grade level.

18. After participating in the Right to Read Effort, I ______________ formulated or selected specific skill objectives for each child reading below grade level.

19. Prior to participating in the Right to Read Effort, I ______________ measured the performance of students in terms of specific skill objectives set for each individually.

19. After participating in the Right to Read Effort, I ______________ measured the performance of students in terms of specific skill objectives set for each individually.

20. Prior to participation in the Right to Read Effort, I ______________ kept students informed of their progress.

20. After participating in the Right to Read Effort, I ______________ kept students informed of their progress.

21. Prior to participation in the Right to Read Effort, I ______________ involved students in self-evaluation of specific reading skills.

21. After participating in the Right to Read Effort, I ______________ involved students in self-evaluation of specific reading skills.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

22. Prior to participating in the Right to Read Effort, I ______________ felt inservice workshops within the school (released time/after school) are valuable for carry-over to teaching and meeting children's needs.

22. After participating in the Right to Read Effort, I ______________ felt inservice workshops within the school (released time/ after school) are valuable for carry-over to teaching and meeting children's needs.

23. Prior to participating in the Right to Read Effort, I would have ______________ recommended inservice workshops within the school (released time/after school) as being more valuable than centrally located evening inservice workshops. (twelve two-hour sessions/two salary credits)

23. After participating in the Right to Read Effort, I would ______________ recommend inservice workshops within the school (released time/after school) as being more valuable than centrally located evening inservice workshops. (twelve two-hour sessions/two salary credits)

24. Prior to participating in the Right to Read Effort, I __________________ realized the importance of providing additional in-class skill lessons for children with reading disabilities.

24. After participating in the Right to Read Effort, I __________________ realized the importance of providing additional in-class skill lessons for children with reading disabilities.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(always)	(very much)	(somewhat)	(very little)	(not at all)

* *

25. Prior to participating in the Right to Read Effort, I ______________ provided additional in-class skill lessons for children with specific reading disabilities.

25. After participating in the Right to Read Effort, I ______________ provided additional in-class skill lessons for children with specific reading disabilities.

NOTE: If you wish to add any amplifying remarks, please comment below.

Z-3

BUCKS COUNTY PUBLIC SCHOOLS

INTERMEDIATE UNIT NO. 22

RAYMOND BERNABEI, DIRECTOR
CURRICULUM AND INSTRUCTION SERVICES
STANLEY E. DICK, DIRECTOR
INSTRUCTIONAL MEDIA SERVICES
MELVIN G. MACK, DIRECTOR
ADMINISTRATIVE AND BUSINESS MANAGEMENT SERVICES
RUDOLPH P. MATYAS,
SUPERVISOR, SPECIAL EDUCATION

GEORGE E. RAAB
EXECUTIVE DIRECTOR

ANSLEY BUILDING
Old Easton Road
Doylestown, Pennsylvania 18901
348-2940

ALBERT M. NEIMAN, DIRECTOR
RESEARCH AND PLANNING SERVICES
HARRY E. NOBLIT, DIRECTOR
IN-SERVICE EDUCATION SERVICES
H. JAMES ROSS, DIRECTOR
STATE AND FEDERAL LIAISON SERVICES
JOSEPH S. TEZZA,
COORDINATOR, SPECIAL PUPIL SERVICES

December 12, 1975

Mrs. Evelyn W. Miller
Right-to-Read Director
Division of Arts and Humanities
Bureau of Curriculum Services
Department of Education
Box 911
Harrisburg, PA 17126

Dear Mrs. Miller:

This is to endorse, without reservation the proposal, attached, which has been developed and submitted to me by Tom Garberina, Right-to-Read Director for the Pennsbury School District. In my opinion, it is well-prepared, comprehensive and focused on a most important, timely topic.

This proposal addresses itself to providing Technical Assistance Training for the improvement of reading instruction in content material, an area of need revealed through the Needs Assessment developed by this District. The proposed program for three full-day workshops covering all aspects of Content-area Reading should provide a most worthwhile in-service opportunity for all teachers and supervisors involved.

The emphasis in this project, I understand, will be on both cognitive and affective areas of reading instruction, particularly the skills needed to acquire flexibility and versatility within the distinctly different styles of various content-reading materials. In addition, emphasis will be on gaining a greater insight into the entire reading/thinking process. With the expertise of the Consultant who will conduct the training sessions, I feel certain this will be a comprehensive, informative program.

In as much as Dr. Irving Baker's vita is now in the mail, it will be forwarded to you as soon as it is received by the Pennsbury Right-to-Read Director. To aid you in evaluating this proposal, I can attest to the consultant's excellent and wide background of training and experience.

Z-4

[redacted]

WICHITA STATE UNIVERSITY

ROBERT T. PATE READING SERVICES CENTER

1847 NORTH CHAUTAUQUA
WICHITA, KANSAS 67214
PHONE (316) 689-3385

November 3, 1975

Mr. Thomas Garberino
The Pennsbury School District
Fallsington, Pennsylvania 19054

Dear Tom:

Just a brief note of thanks to you and your fine staff of reading specialists for your gracious hospitality during my visit to your district.

I was much impressed with the quality of both staff and program now in progress in reading education in the Pennsbury schools.

If you decide that our Reading Services Center can be of assistance to you in the future, please do not hesitate to contact Dr. Richard Watson or myself at the address above. It would be our privilege to assist your staff in implementing a C.R.T. model.

Most sincerely,

Walt Powers

Dr. Walter L. Powers
Coordinator, Reading
Services Center

es

PENNSBURY SCHOOL DISTRICT
CURRICULUM & INSTRUCTION
FALLSINGTON, PENNSYLVANIA

NOVEMBER 3, 1975

CRITERION REFERENCE TESTING

WORKSHOP

EVALUATION

Purpose: The purpose of this evaluation is to assess the value of the recent workshop on (C.R.T.) Criterion Reference Testing conducted by Dr. Walter Powers.

Workshop Objective: Given one-day exposure to a consultant with expertise in the area of Criterion Reference Diagnostic/Prescriptive Reading Programs, substantial awareness will have been aroused to provide workshop participants the background for evaluating the worthiness of such a program in relation to further exploring its values as it applies to the Pennsbury School District.

DIRECTIONS: In the following evaluation, through introspective reasoning, you are asked to respond to each statement twice. Using the capitalized value descriptors below, complete the statement with the descriptor that best represents your thinking.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(fully)	(very much)	(somewhat)	(very little)	(not at all)

For example:

Prior to participating in the C.R.T. workshop,

I was ____________________ aware of the meaning of the term Criterion Reference Testing.

After participating in the C.R.T. workshop,

I am ____________________ aware of the meaning of the term Criterion Reference Testing.

PLEASE RETURN TO THOMAS GARBERINA BY MONDAY, NOVEMBER 17, 1975.

____Elementary

____Secondary

CRITERION REFERENCE TESTING

WORKSHOP

EVALUATION

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(fully)	(very much)	(somewhat)	(very little)	(not at all)

1. Prior to participating in the C.R.T. workshop,

I____________________realized the degree of emphasis Criterion Reference Testing was receiving on a national level.

1. After participating in the C.R.T. workshop,

I____________________realize the degree of emphasis Criterion Reference Testing is receiving on a national level.

2. Prior to participating in the C.R.T. workshop,

I was____________________aware of the wide variety of Criterion Reference Testing Programs. (e.g. Fountain Valley, Wisconsin Design, McGraw-Hill, Stecke Vaughn, Cassette Administered, Maximum, Minimum and Phase-In programs.)

2. After participating in the C.R.T. workshop,

I am____________________aware of the wide variety of Criterion Reference Testing Programs.

3. Prior to participating in the C.R.T. workshop,

I____________________realized a Criterion Testing Diagnostic/Prescriptive program was a dimension that needed to be explored in Pennsbury.

3. After participating in the C.R.T. workshop,

I____________________realize a Criterion Testing Diagnostic/Prescriptive program is a dimension that needs to be explored in Pennsbury.

____Elementary

____Secondary

CRITERION REFERENCE TESTING

WORKSHOP

EVALUATION

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
(fully)	(very much)	(somewhat)	(very little)	(not at all)

---

4. Prior to participating in the C.R.T. workshop,

I__________________considered seeking out information on the integration of some form of Criterion Reference Testing program into the regular reading program.

4. After participating in the C.R.T. workshop,

I__________________consider seeking out information on the integration of some form of a Criterion Reference Testing program into the regular reading program.

5. Prior to participating in the C.R.T. workshop,

I__________________realized that on-going Criterion Reference Testing programs are valuable for improving teaching effectiveness in meeting students' specific reading needs.

5. After participating in the C.R.T. workshop,

I__________________realize that on-going Criterion Reference Testing programs are valuable for improving teacher effectiveness in meeting students' specific reading needs.

6. Prior to participating in the C.R.T. workshop,

I__________________considered being involved in implementing a Criterion Reference Diagnostic/Prescriptive program in my school.

6. After participating in the C.R.T. workshop,

I__________________consider being involved in implementing a Criterion Reference Diagnostic/Prescriptive program in my school.

____Elementary

____Secondary

MAY 14 1976

CRITERION REFERENCE TESTING

WORKSHOP

EVALUATION

Based on the workshop objective listed on page one, please rate the Consultant's services on a scale from

1 (poor) 2 (fair) 3 (good) 4 (very good) 5 (excellent)

☐ fully achieved objective

☐ well prepared

Would you recommend the consultant to another school district?

____ yes

____ no

____ undecided

Other comments regarding various aspects of total experience: ____________________

____

____

____

____

Optional ______________________________
Name

Z-5

Commonwealth of Pennsylvania

Department of Education

THE PENNSYLVANIA DIFFUSION PANEL
AWARDS THIS
CERTIFICATE OF COMMENDATION
TO THE

Inservice System Approach Program

OF THE

Pennsbury School District

THIS CERTIFICATE IS AWARDED TO THOSE EXEMPLARY PROGRAMS
OR PRACTICES WHICH HAVE EVIDENCE OF EFFECTIVENESS
VALIDATED BY THE PANEL AND WHICH ARE
RECOMMENDED TO OTHERS FOR
ADOPTION OR REPLICATION

APPROVED FOR DIFFUSION

BY THE PANEL ON MARCH 24, 1976

Frank S. Manchester
Commissioner for Basic Education

John C. Pittenger
Secretary of Education

DEBE-1740 (4/76)

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

March 29, 1976

Re: An Inservice Systems Approach
for Improving Reading Skills
of Students Reading Below
Grade Level

Mr. Thomas J. Garberina
Pennsbury School District
Yardley Avenue
Fallsington, PA 19054

Dear Mr. Garberina:

We are pleased to inform you that the above cited program has been validated for diffusion by the Pennsylvania Diffusion Panel. We were pleasantly surprised to receive 109 applications, and yours is among only 20 that we approved. We warmly congratulate you and the project staff and commend you for your considerable accomplishment.

The Office of Basic Education will soon be sending out a Basic Education Circular (BEC) announcing the validated programs. We expect this may mean that more people will want to visit your program and adapt it to meet their needs. Some money will be available for this adaptation process through ESEA Title IV, Part C diffusion grants. You are eligible to apply for a developer/demonstrator grant that would help you to train your colleagues in other districts or intermediate units who might want to adopt your program. A limited number of districts are eligible to apply for adapter/adopter grants that would help them adopt your program. The provisions for these applications are explained in the enclosed excerpt from the Title IV-C guidelines.

R.I.S.E., our state facilitator, will be conducting a meeting for directors of validated programs for the purpose of further acquainting you with the developer's responsibilities in the diffusion process. You will be hearing from R.I.S.E. in the near future. We appreciate your interest in participating in the Pennsylvania diffusion effort and again congratulate you on your successful program.

Sincerely,

MEMBERS OF THE PENNSYLVANIA DIFFUSION PANEL

Enclosure

cc: Dr. Ernest H. Mueller, Supt.

Commonwealth of Pennsylvania

Department of Education

PRESENTS THIS

CERTIFICATE OF RECOGNITION

TO

THOMAS J. GARBERINA

In grateful recognition of participation in the
Pennsylvania Right to Read Training Program
Awarded This Fifteenth Day of December
Nineteen Hundred and Seventy Five

Evelyn W. Miller

Director, Pa. Right to Read Effort
Pennsylvania Department of Education

Z-6